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ABSTRACT

This guide, the culmination of a three year Project TEAM effort by the Boys' Clubs of America, describes numerous strategies for developing an alcohol abuse prevention program. The core of this guide consists of program models developed by the Boys' Club project at seven pilot sites. The models presented cover the following areas: peer leadership, peer consulting, arts and crafts, cultural exploration, media strategy, values clarification, and community service. Specific objectives and activities for developing and implementing each of the models are outlined. Suggestions for starting a prevention program, developing project staff, getting teenagers involved, and working with the program models are presented. Suggestions are also made concerning program objectives and planning, evaluation concepts and techniques, program funding, and publicity. In addition, facts and myths about alcohol and alcohol abuse are discussed and a resource list is provided. (EB)

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Alcohol Abuse Prevention
A Comprehensive Guide for Youth Organizations

Boys' Clubs of America
Project TEAM:
(Teens Explore Alcohol Moderation)

UDO 19166

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Alcohol Abuse Prevention

A Comprehensive Guide for Youth Organizations

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This book has grown through the openness, enthusiasm, dedication and deep commitment to the cause of alcohol abuse prevention on the part of all those involved with Project TEAM. Solutions to the problem of alcohol abuse have been explored and viable alternative prevention approaches have been developed through the efforts of the staff of our Boys' Club pilot sites and National Manpower and Program Services division of BCA, including David F. Wynn, who wrote the original proposal. Special thanks to the Insight Associates—Dr. Carole Kazlow and Susan Lachman—our skillful evaluation team. We are grateful, also, to Susan Maloney, Heddy Hubbard and Judy Katz of the National Institute on Alcohol Abuse and Alcoholism for their invaluable advice, continuous encouragement and support.

President Jimmy Carter, Honorary Chairman of Boys' Clubs of America, expressed the national concern about the necessity of preventing alcohol and drug abuse in this country when he said to Congress on August 2, 1977:

"No government can completely protect its citizens from all harm—not by legislation, or by regulation, or by medicine, or by advice. Drugs, including alcohol, cannot be forced out of existence; they will be with us for as long as people find in them the relief or satisfaction they desire. But the harm caused by drug abuse can be reduced. We cannot talk in absolutes—that drug abuse will cease, that no more illegal drugs will cross our borders—because if we are honest with ourselves, we know that is beyond our power. But we can bring together resources to protect our society and help those who suffer. The sufferers include the overwhelming majority of the public who never abuse drugs but for whom drug abuse poses the threat of broken families, a lost child or fear to walk the streets at night. Beyond that, we must understand why people seek the experience of alcohol and other drugs, and address ourselves to those reasons. For it is ultimately the strength of the American people, of our values and our society, that will determine whether we can put an end to drug abuse."

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Foreword

Alcohol abuse continues to be a serious health and social problem among youth and adults in this country. The lives of millions of Americans are blighted directly and indirectly by the effects of alcohol abuse.

Two of the goals of Boys' Clubs of America are to discourage alcohol and all drug abuse among youth and to reduce the harm it causes. In recognition of the devastating effects of alcohol abuse, the National Institute on Alcohol Abuse and Alcoholism (NIAAA) inaugurated programs which have stimulated a rising interest and concern for this problem.

As a result of the serious increase in the number of young alcoholics and alcohol abusers, Boys' Clubs of America, through a grant from NIAAA, developed Project TEAM, a national alcohol abuse prevention project designed to encourage young people to make responsible decisions about alcohol.

Anti-alcoholism campaigns that consist mostly of posters, slogans and statistics on alcohol-related disasters, have not worked. Similar to cigarette smoking strategies, such scare tactics have not been effective in dealing with alcohol abuse because young people do not see themselves in the posters or apply the statistics to their own lives.

This guide, the culmination of a three-year effort from Boys' Clubs of America, offers numerous effective methods of alcohol abuse prevention. The methods described here respond in constructive ways to the human and psychological needs that alcohol satisfies by offering constructive alternatives. By dealing with insights, feelings and attitudes, youth develop a strong self-image, an understanding of responsibility, appreciation of sound values and ability to communicate with and relate to other people. These skills enable them to make responsible decisions necessary for finding positive purpose and fulfillment in present-day living.

William R. Bricker
National Director

Preface

(History of Project TEAM: Teens Explore Alcohol Moderation)

In answer to a national health survey, conducted by Boys' Clubs of America in 1974, many Boys' Club executives identified alcohol abuse as one of their communities' major health problems. National Headquarters responded by submitting a proposal to the National Institute on Alcohol Abuse and Alcoholism (NIAAA) of the Department of Health, Education and Welfare, which funded this three-year project.

Project TEAM focused on developing realistic, innovative and varied alcohol abuse prevention programs in Boys' Clubs throughout the United States by educating America's youth as to the physical, psychological and cultural effects of alcohol use.

Through interviews, the national project director chose 20 Clubs from those listing alcohol abuse as their communities' number one health problem. Each of the twenty sent one adult professional and one teenage representative to BCA's three-day alcohol abuse prevention education consultation, which concentrated on alcohol education, prevention skills and program planning. Based upon proposals submitted by the representatives from each of the Clubs, *five* Clubs were selected as pilot sites for the first year. The first year's pilot site programs emphasized peer leadership, peer consulting, values clarification and alcohol education.

The second year, all Boys' Clubs were invited to submit an outline for implementing an alcohol abuse prevention program. Based upon the outlines received, *eight* Clubs were selected to attend the consultation. The second year's sites focused on developing different prevention approaches to increase the variety of replicable models.

The 13 Boys' Clubs which served as pilot sites were:

First Year

Boys' Club of East Aurora, New York
Timothy Buchanan, coordinator

Boys' Club of Niagara Falls, New York
Marie Watkins, coordinator

Eastside Boys' Club, Erie, Pennsylvania
A. Lee Frownfelter, coordinator

Salvation Army Boys' Club of Louisville, Kentucky
Gordon Brown, coordinator

Boys' Club of Greeley, Colorado
Kenneth Graft, coordinator

Second Year

Kips Bay Boys' Club, Bronx, New York
Dale Drakeford, coordinator

Boys' Clubs of Central Florida, Orlando
Thomas Morrell, coordinator

Boys' Club of Fullerton, California
Janet Goddard, coordinator

Wheeler Boys' Club Indianapolis
Ralph Dowe, coordinator

Pacifica Boys' Club, Pacifica, California
John Lank, coordinator

Boys' Club of Pittsfield, Massachusetts
Michael Vecchia, coordinator

South Omaha Gene Eppley Boys' Club
Donald Preister, coordinator

Boys' Club of Richmond, California
David Duer, coordinator

1. Introduction



1.

Introduction

Statement of Purpose

This guide offers Boys' Club professional staff the information and skills they will need to institute a prevention program in their Clubs. Although aimed specifically at the prevention of alcohol abuse, each section of the guide can be used as a reference and starting point for a *variety* of prevention programs. After exposure to such a program young people should make responsible decisions not only about alcohol, but about other problems as well.

The core of this guide consists of seven program models developed by the pilot sites. It must be stressed that a Club need not institute a model prevention program exactly as outlined. While models may be successfully replicated, each Boys' Club is unique, so it may develop activities responsive to the special needs, resources, inclinations, interest and capabilities of its membership and community.

The models presented in this guide, field-tested and developed over a two-year period, include: peer leadership; peer consulting; arts and crafts; cultural exploration; media strategy; values clarification and community service utilizing Keystone Clubs. The prevention approaches of each model increase the chance that an individual will develop attitudes about alcohol that are socially and personally constructive. Prevention is aimed at reducing the number of people who develop alcohol-related behavior which is counter-productive to carrying out the roles and behavior of everyday life.

The models address primary and secondary prevention:

Primary prevention includes activities which reduce the number of *new* cases of people with drinking problems.

Secondary prevention includes activities which reduce the number with non-severe drinking problems that may result from occasional overuse or inappropriate use of alcohol.

The models do not directly address *intervention*, which is concerned with people having severe alcohol-related problems. This group is referred to reliable agencies for help.

These activities have generated enthusiasm and increased involvement among teenagers in all pilot sites.

The pilot Boys' Clubs have found that the most successful method of alcohol abuse prevention allows adolescents and pre-adolescents to learn about alcohol and themselves in an atmosphere free of moralistic overtones which very often "turn off" teenagers. A basic strategy of our approach is that peers can learn from peers. We, therefore, seek to *provide young people with opportunities to learn from each other*. When participants are afforded opportunities to practice their newly acquired skills and knowledge in a helping situation in their Club or community, emotional and cognitive growth is assured. Therefore, experiential opportunities are major components of all models.

Needs Assessment

The use and abuse of alcohol are major problems in many Boys' Club communities as evidenced by the fact that Boys' Clubs of America's *Comprehensive Health, Education and Services Survey* indicated that 34 percent of Boys' Clubs of America executives and staff feel alcohol abuse is a "very important" problem for them. Another 31 percent ranked alcohol abuse among the top three prevention programs they would like to launch.

As Jules Saltman, pointed out:

"The horrors of heroin and other drug addictions and the rapid spread of marijuana use by children overshadowed the alcohol problem for a while, but only in terms of the emotions aroused in parents and other adults. Even at the height of the drug epidemic, alcohol remained the greatest drug phenomenon in terms of number of users, actually growing bigger all the time."¹

Boys' Clubs are reaching the desired high risk audience:

25.6% of our members come from families with incomes under \$4,000 per year.

40.2% come from families with incomes between \$4,000-\$8,000.

62.6% live in large and medium-size cities.

33.1% are from 11-13 years of age.

26.2% are 14 and over.

44% come from families where only one parent is present in the home.²

Boys' Clubs are providing services to youth whose family life backgrounds often subject them to great stress. The abuse of alcohol is often a reaction to stress.

There are many factors which influence young people to drink—peer pressure, experimentation, escapism, desire to act grownup, low self-esteem, boredom and the omnipresence of advertising which encourages alcohol use as a part of "the good life." It is our contention that adolescence is a developmental stage characterized by emerging sexuality, a desire for independence from parents and other authority figures, a desire to test newly developed skills and capabilities and a need to identify with their peers—which, given the cultural milieu of our society, make them vulnerable to the abuse of alcohol.

The Boys' Clubs of America can be responsive to the needs posed by the social problem of alcohol abuse. Young people can be taught to understand the reasons behind human risk-taking behavior. Such understanding can lead to increased control and the ability to redirect behavior when needed. Through Project TEAM, we have explored the problem of alcohol abuse. We have engaged those who are directly involved with youth, in developing possible activities and prevention approaches which can be easily integrated into the ongoing Boys' Club program. Since the established Boys' Club program is already familiar to members, it serves as an excellent, non-threatening environment in which to develop a successful alcohol abuse prevention program.

¹*The New Alcoholics: Teenagers*, Jules Saltman.

²*Member Profile*, Boys' Clubs of America.

2. Getting started



2.

Getting started

The following list can be helpful in setting up your prevention program:

1. SURVEY COMMUNITY drinking habits and abuse prevention needs by talking with youth, parents, police and school officials, board members and other youth agencies. Share this data with staff members.
2. BRAINSTORM PROGRAM IDEAS, based on the seven models provided herein with Boys Club staff.
3. DISCUSS AVAILABLE RESOURCES, program ideas and community needs and select approaches which seem to have the greatest potential.
4. SEEK BOARD OF DIRECTORS' SUPPORT.
5. Contact potential COMMUNITY RESOURCE PERSONS and seek their involvement. For example:
 - Alateen (teenagers of alcoholics)
 - Al-Anon (adult family members of alcoholics)
 - Alcoholics Anonymous—AA (alcoholics)
 - National Council on Alcoholism, 733 3rd Ave., N.Y., N.Y. 10017*
 - county council on alcoholism*
 - county youth board*
 - mental health association
 - state department of human resources
 - family and children's services
 - local schools*
 - alcoholism treatment centers
 - hospitals
 - youth board emergency service
 - police department
 - local Jaycees, Kiwanis, Lions, Rotary*
 - American Red Cross
 - colleges and universities
 - graduate schools of social work
 - churches
 - department of public welfare
 - community development block grants
 - United Ways

*Most important (for funding and resource).

It would be most helpful to contact each agency in person, by phone or through a letter to explain the program or activity the Boys' Club is developing and to ask for the type of help needed—someone to serve as a resource person. When making contacts, talk with one person and ask about other resources available. Your opening statement might resemble this:

"We are developing a prevention program and would like you to help us expand our concept." Remember to be open and creative. TEAM offers you the opportunity to unite agencies for a common goal, because no one agency possesses the expertise and materials to do it alone.

6. Select interested persons from the local community and Boys' Club to serve on an **ADVISORY COMMITTEE** for program planning.
7. Select from **COMMUNITY AGENCIES** resource persons who would be helpful in implementing program components, conducting training or peer group or acting as consultants.
8. Initiate **BRAINSTORMING SESSION** with resource persons, key community persons, Boys' Club staff, board representatives and youth who might be involved in the program. Discuss what has happened up to this point. Ask committee to list community needs, program goals, objectives and strategies or activities.
9. **WORK OUT A PLAN** to get needed resource materials, equipment, finances.
10. Plan your project by **WRITING GOALS, OBJECTIVES, CRITERIA** to measure the objectives, activities or action steps and time line with key persons who will be directly involved in the program and those who might be affected by the program. (Refer to *Program Planning by Objectives*.)
11. Brainstorm and eventually choose a **CATCHY NAME** for program along with youth and other key project staff.
12. Secure **LETTERS OF SUPPORT** from local community agencies and resource persons.
13. Notify local newspapers (and funding agencies if needed) to secure **PUBLICITY** for

your program. Let the community know what you are doing to promote your program and get full support. The pilot site Boys' Clubs experienced increased prestige in their local communities as a result of their alcohol abuse prevention program. (Refer to *Letting Others Know About Your Prevention Efforts*.)

14. **MEET WITH BOARD OF DIRECTORS** to discuss progress of the project.
15. **PERIODICALLY MEET WITH OTHER CLUB STAFF** members to brief them about the progress of the project to maintain their endorsement and support.
16. **SELECT A ROOM** to be used for weekly sessions. Make sure room is cheerful, attractive and informatively decorated through display of posters, colorful displays and literature.
17. **READ LITERATURE** on the subject to give yourself important facts about alcohol.
18. Send for available **LITERATURE AND INFORMATION** to distribute and to be placed in TEAM room. (Refer to *Looking Further*.)
19. Develop program **OVERVIEW SHEET** and **PARENTAL CONSENT LETTER** (refer to *Letting Others Know About Your Prevention Efforts*) for program participation and distribute to all persons involved directly or indirectly in your prevention program.
20. **INTERVIEW AND SCREEN** young people who are potential candidates for program participation. (Refer to *Getting Teenagers Involved*.)
21. **SELECT 10-15** young people who will participate in the program.
22. Plan and/or create **VALUING AND SELF-AWARENESS ACTIVITIES** and discussions related to alcohol.
23. When organizing any small group session, **LET YOUTHS HELP** set up guidelines, rules, procedures, goals and objectives, determine time and length of meetings, and promote program.

Initially, the group facilitator can help structure the meetings, but he should be aware of participants' needs as group sessions progress. If young people come to meetings with their own agenda, the group facilitator determines relevancy and is willing to set aside his plan.

3. Things to look for in a project staff



3.

Things to look for in a project staff

One of the basic reasons underlying successful pilot site programs was the participation of the project coordinator. Any program is as good as its coordinator, and while it is difficult defining the qualities of a good coordinator, the following criteria may be helpful. He or she should possess *or* have the *potential to develop*:

- a rapport with teenagers (essential in recruiting them and motivating their continued involvement)
- the time to devote to implementing a project
- ability to be a good role model for teenagers, especially with regard to his own drinking habits
- a positive working relationship with other staff members
- good organizational skills
- ability to help youth set goals and objectives and able to help facilitate their achievement
- skills in the small group process and some of its related techniques
- ability to relinquish direct control over the primary group once they are trained so that they can learn and grow through their own experience
- ability to serve as a consultant for the teenagers once they are ready to incorporate what they have learned in a specific program area
- knowledge of alcohol
- ability to work with relevant community agencies
- an enthusiastic commitment to the project and its goals.

Different Club staff or community volunteers could be responsible for specific segments of the project, but the ultimate responsibility for overseeing the project should be placed with the project coordinator. Ideally, a full-time Boys' Club professional should serve as project coordinator, but, if need be, a part-time employee could serve in this capacity. The amount of time devoted to your project depends on the program selected, resources available, executive director and board commitment to the program, and the Club's ex-

isting schedule. The project coordinator should work in the model area in which he or she is most comfortable and interested. As a result, the coordinator's positive feelings (verbally and non-verbally communicated) will inspire and motivate the young people involved.

The precise responsibilities of the project coordinator will differ from organization to organization, but you should consider the following:

- recruitment and selection of primary group participants
- session planning and preparation
- selection of community representatives to serve on advisory committee and to act as project resource persons for training and carrying out of specific program components
- seeking community support through personal contacts, letters and publicity
- obtaining outside funding if necessary
- overseeing project details
- continual upgrading of skills and information with regard to alcohol, values clarification, communication, small group techniques, planning by objectives
- conducting sessions

If someone from outside the Club is brought in to serve as project coordinator, he or she should understand the local Boys' Club operation and the nature of its membership. *Training* in guidance, human relations, small group process, values clarification, human effectiveness and communication skills and program planning by objectives can prove helpful for the project coordinator.

The executive director should be involved and demonstrate commitment to the program by: getting all Boys' Club staff members involved and informed about its progress; offering continual support and guidance to project coordinator; establishing contacts with community agencies; encouraging teenagers to get involved in TEAM activities; recognizing accomplishments of TEAM participants; finding ways to give trained teenagers responsible positions in the Boys' Club; assisting with publicity by promoting the project through news media, Club newsletter, reports and

community agencies.

The Club board needs to: sanction the Club's involvement in TEAM activities; use its influence to gain cooperation of community agencies and resource persons; seek support through local funding, if needed.

Other Club staff can: help recruit teenagers for TEAM activities; become actively involved in TEAM activities, especially those within their program specialty; give recognition to teenagers involved in the program and help Club membership understand the nature of the project and reasons for its existence.

4. Getting teenagers involved



4.

Getting teenagers involved

Criteria for selecting participants in an alcohol abuse prevention program will depend on the model being used. For example, young people selected for training as peer consultants should already possess leadership qualities. On the other hand, if you choose to implement a leadership training model, your primary group members may have leadership potential, but do not have to be leaders. The arts and crafts and values clarification programs could involve young people with or without any leadership qualities. In selecting young people for a cultural exploration program, be aware that the program involves some academic research. Creative talents would be developed or revitalized through the media program.

Select a primary group representing a socioeconomic cross-section of your membership. Consider the following characteristics in selecting participants:

- a. enthusiasm and concern for others
- b. interest or desire to participate in the program
- c. a personality or attitude which might lead to alcohol abuse, i.e. easily influenced by peer group
- d. involvement with alcohol or other drugs
- e. engaged in a living situation with someone having an alcohol-related problem

The basic thrust of the TEAM effort, including most of its specific activities, is geared to teenagers between the ages of 14 and 18, male and female. It would be better to encourage older youth as peer consultants or values rap leaders. Since most project coordinators will know their Boys' Club membership, they can steer teenagers into the most appropriate activities.

During the field-testing experiences of 13 pilot sites, young people became involved in TEAM activities in three ways: (1) through contact with the project coordinator, who may have asked individuals if they wanted to be in the program or made a general announcement; (2) by word of mouth from program participants; (3) as a result of publicity through school and other youth agencies. Coordinators discovered that the best way to attract teenagers into the program was by personal contact.

As part of the national project's evaluation

process, a random sampling of young people at each pilot site was asked why they became part of the TEAM peer group. Their responses are relevant in understanding the motivational devices used by the local Boys' Club to get teenagers involved. The youngsters "felt special being selected for participation in this important program."

The project coordinator did a selling job by letting the teenagers know that the program was important and they were going to help members of their community and/or Boys' Club. The alcohol abuse was downplayed. The youths were comfortable knowing that they would not be stigmatized as having an alcohol problem if they took part in the program. Prevention and the fact that the primary or mainstay group was being trained to help others was emphasized.

The young people also liked the fact that they were able to talk about their feelings by means of the small group process. Therefore, they were not only contributing something valuable for others, but also gaining self-confidence and self-awareness.

One of the best ways to motivate teenagers to participate in a TEAM effort is to actively involve them in what is going on. All of the models in this guide permit teenagers to learn by doing. From the very start, the teenagers are involved in planning the local program and developing its objectives. Each of the models offers the teenagers the opportunity to create something or take an active role in utilizing skills they learned through training under the guidance, but not control, of the coordinator.

5. Working with program models



5.

Working with program models

What Is a Model?

We speak of a model in much the same way an artist might. It is a preliminary representation of a suggested program, serving as the plan from which the final, larger program is to be constructed. Just as an artist refers to his model as he paints a portrait, so may you utilize these models. Your interpretation of each of these different models is up to you. Like the artist, feel free to interpret them, add, delete and modify in ways that will make them meaningful to your special needs and unique resources. But be sure to let the model guide and shape the program.

Elements Common to All Models

Although each model's method of dealing with alcohol abuse prevention differs, certain *design* and *learning elements* are necessary to all to meet the basic philosophy of TEAM's approach to alcohol abuse prevention.

1. *Alcohol information* is essential to any successful prevention program since misinformation and ignorance limits growth and maturity. Easy-to-understand information includes:

- physical and psychological aspects of alcohol
- common misconceptions about alcohol
- progressive stages leading to alcoholism
- recognizing signs of alcohol abuse

2. *Community input* is crucial to a well designed program. Local community agencies can frequently help in identifying needs, developing program objectives, providing resources and personnel to enhance an alcohol abuse prevention program.

3. *Values clarification*, when used as a small group activity, is a workable, successful vehicle to help youngsters identify, examine and express to others what is important to them. This technique not only helps participants discover their own values, it gives them a chance to see and appreciate other people's values. Values clarification can help young people to make responsible decisions. Values clarification was chosen as the main thrust of one of the models and serves as a *common bond* for all. *Before using values clarification activities in any model, thoroughly familiarize yourself with*

this approach by carefully studying Chapter VI of this guide: Prevention Through the Valuing Process.

4. *Small group processes* foster an environment which stimulates learning and development. Individuals gain an understanding of themselves and others as a result of this interaction when guided by a trained adult leader. The security of this small group environment fosters a feeling of acceptance and trust which encourages an appreciation of people, their differences, their rights and their needs. A suggested number is 12-15 participants. Anticipate some drop-off. Therefore, you may start with 15 and end up with 10-12.

5. *Management By Objectives.* Any viable program must be based on clear, specific goals and directions. Management By Objectives is a process which is used to:

- determine what is to be achieved in a specific period of time,
- develop a plan to do it, and
- put management tools in action to make the plan work.

6. *Communication skills.* Our ability to encode and decode messages is of prime importance to our success as human beings within a social frame. Communication skills, therefore, are integral to all models. We cannot function successfully unless we are skilled "senders" as well as "receivers." Failures in communication can occur when the receiver does not listen, when he listens in order to make a judgment rather than to understand, or when he misinterprets or distorts a message. Trust between individuals is also necessary for good communication.

7. *The setting.* You and your group must work in the proper setting at properly scheduled times to develop a successful project. If possible, use the same room for all TEAM sessions to develop a feeling of cohesiveness amongst the group members. This home base will be the site of values activities, guest speaker presentations and other related activities.

The participants should be involved in setting up the room. It should be away from the noise and distractions of other Club activities. Furniture should be movable and the room large enough to

allow for flexibility in conducting activities and for dividing into small groups. Rugs, pillows and mats might be helpful in setting up a comfortable atmosphere. Attractive humanistic posters, signs and displays developed or brought in by the youth can be used to decorate the room in order to make it as cheerful and comfortable as possible. Members may wish to make up a name for the TEAM room. Such involvement helps to develop a sense of belonging and ownership.

8. *The schedule.* All models are designed to follow a suggested schedule of 15 weekly two-hour sessions. The group can meet at any time of day convenient to participants and facilitator. Schedule sessions to avoid conflicts with other popular Club and community activities.

Remember that a convenient meeting time is crucial to the success of the project. (You may even want to schedule sessions during non-Club hours to eliminate noise and competition of other activities.) Plan your schedule to permit out-of-Club field trips and other project-related activities.

Although not mandatory, some Clubs have found that a weekend retreat at a local camp or other convenient site, at the beginning of the training schedule, fosters rapid group cohesiveness, identity and motivation.

Above all, keep in mind that this is a *suggested* format which you may modify to meet your Club's special needs.

Program Models

- a. Prevention through the Valuing Process**
- b. Prevention through Peer Consulting**
- c. Prevention through Peer Leadership**
- d. Prevention through Arts and Crafts**
- e. Prevention through Keystoning**
- f. Prevention through the Media**
- g. Prevention through Cultural Exploration**

6a. Prevention through the Valuing Process



6a.

Prevention through the Valuing Process

Goal

To explore and understand one's values and the values of others—values by which decisions such as “to drink or not to drink” are made.

Objectives

As a result of participating in values clarification activities, young people and adults will have:

1. an increased insight into values and the valuing process,
2. examined their values and the values of others in an accepting atmosphere,
3. learned how they relate to other people whose values differ from theirs,
4. discovered if they want to stick to the values they have been practicing or try new ones, and
5. learned to weigh the pros and cons of alternative modes of thinking and acting and the consequences of the various alternatives.

What is values clarification?

“This above all: To thine own self be true, and it must follow, as night the day thou canst not then be false to any man.”

This advice given a son by his father in Shakespeare's *Hamlet*, Act I, scene 3, personifies a basic approach to alcohol abuse prevention: values clarification.

Values clarification (or “valuing”) is the process of discovering values—one's own and those of others—which are used as a basis for making decisions.

Values can be defined as basic beliefs about what is good or ought to be as perceived by individuals. Examples of values would include freedom, security, respect for others and personal privacy.

Whether a person realizes it or not, values are held in hierarchy. The hierarchy might change depending on past experiences, environmental influences, frame of mind. The hierarchy of values is important to consider because very often decisions have to be made which involve two or more values.

Each day young people are faced with a vari-

ety of decisions to make. Some are simple decisions with relatively harmless consequences, such as choosing whether or not to play basketball after school. Others are much more difficult and can have far-reaching consequences such as the decision to drink or not to drink at a party.

There are a number of problems which prevent people from behaving as value-guided persons. They might be the individual's:

- a. inability to articulate his values to others,
- b. lack of support from friends, fellow workers or peers,
- c. lack of skills in anticipating consequences, perceiving implications, resolving values conflicts and increasing self awareness,
- d. inadequate time to reflect before acting, and
- e. confusion as a result of few good role models.

Through values clarification activities and discussions, participants begin the process of building self-awareness. Many educators, such as Sidney Simon, believe that increased self-awareness leads to sound decision-making. Although men have been trying to follow the advice of the ancient Greek gods for thousands of years, the process of "knowing thyself" is such a difficult one that many people ignore it altogether and go through life letting other people make decisions for them.

Values clarification techniques not only help participants discover their own values, they also give them a chance to see other people's values and perhaps to choose to incorporate some of these "new" values into their own value systems.

Values clarification is considered a non-specific strategy to prevent alcohol abuse, because alcohol is not the strategy's main theme. (In contrast, specific strategies center around alcohol as their main theme, i.e. presenting facts about alcohol or educating people about the cultural aspects of drinking.)

Why use values clarification as a prevention activity?

We are not born with values, but are born into cultures and societies that teach and impart values to us. We begin to acquire values at birth.

Our values continually change throughout our lives. What we considered important at age 12 may be quite different at 16.

Because values seem to change rapidly, people are often confused with the reality or validity of the values they hold at any one time. Family, friends, school contacts, clergy, TV, radio, reading materials all play a role in forming our values.

Individuals need to discover why and how they developed the values they have. Without even realizing it, our values about drinking have been formed by what we observe and by influences in our environment. For example if we see our parents drink beer, wine or liquor as a daily routine, chances are we might assume the same behavior pattern once we are of age.

Values clarification helps one identify one's values and discover how they might have been formed. A person who has a dependent nature may adapt a particular set of values in order to be accepted by an individual or group. This type of person may abuse alcohol if he feels this will please the group. Once a person becomes more independent, he examines the values he learned from the various people in his environment and decides if he wants to keep the values he has or try new ones. Pleasing an individual or group is not likely to be so critical to an independent person that he will go against his value system.

According to educator Sidney B. Simon, adults usually teach young people by:

1. *Moralizing*, or attempting to impose their values on youth. Adults who do this assume that their values are right for everyone. There is no process for young people to select the best alternative from among a list of alternatives, because the moralizer does not want to risk the chance that young people might choose what he feels are "less desirable" values.
2. *Assuming a laissez faire attitude*, which admits that no one system is right for everyone. It is a "let everyone do his or her own thing" approach which leaves young people with their own experiences, conflicts and confusion.
3. *Role modeling* or living by a certain set of values and hoping that others will be im-

6a. Prevention through the Valuing Process

pressed and follow. Young people are exposed to many different models to emulate such as parents, teachers, politicians, TV personalities and friends.¹

Through values clarification, however, young people are not controlled by adults who act as moralizers, laissez faire persons or role models. Young people develop an understanding of themselves and others as a result of interaction with others. Values clarification helps them get along better in groups and find socially acceptable ways of releasing feelings and tensions in an accepting atmosphere.

Changes in behavior occur when young people are helped to feel secure, loved and accepted by the group leader and other participants. Participating in values clarification sessions also helps youngsters develop the reassuring realization that others have similar feelings, thus fostering an appreciation of people, their differences, rights and contributions.

Common to all project team models, valuing activities were an important aspect in developing a peer group supportive of individual members thus encouraging the expression of their feelings in a non-threatening atmosphere.

How to use values clarification in your Boy's Club

Values clarification works best in small groups in order to allow everyone a chance to express his or her feelings, and can take the form of activities, discussion of topics selected by group participants or the leader, story telling or role playing. Participants develop interactive skills by talking with others about various topics, one of which can be alcohol. A simple discussion between two people about a particular topic encourages participants to think about their values related to that topic. Contrary to some opinions, values clarification activities are not games, but insightful activities or discussions which lead to greater self-awareness.

Each of the 13 pilot programs utilized values clarification activities during the initial stages of their prevention programs in order to provide

opportunities for the participants to express their feelings. Values clarification can in and of itself be a prevention program. The Wheeler Boys' Club in Indianapolis focused on parents and young people in 15 values clarification rap sessions.

To effectively lead small groups through values clarification activities or discussions, it is important that the leader or facilitator:

- understand his own values and articulate them.
- perceive relationships between values and behavior.
- search for alternative choices or actions.
- anticipate consequences of choices and actions.
- explore the ideas of values clarification experts.
- experiment by becoming part of a group in order to understand the feelings of group participants. (*The group facilitator should have experienced the value clarification activity prior to the small group.*)
- set rules of confidentiality. (*All issues and feelings concerning the interaction of others in the group must be held in strict confidence. Valid relationships are built on trust. All participants have the right to pass or refrain from commenting in any situation at a given time.*)
- establish an informal climate where young people are free to express feelings by encouraging an atmosphere of acceptance, honesty and respect.
- realize that participants are responsible for their own learning.
- select activities which require open-minded sentences. (*There are no right or wrong feelings. Facts can be right or wrong, feelings, ideas and attitudes cannot.*)
- try to refrain from "why" statements, such as "Why do you feel that way?" (*Instead the facilitator could listen for the feelings of the person and say something like: "You seem to feel (describe feeling) about (restate situation)."*)

¹Values Clarification, Sidney B. Simon, Hart Publishing Co., Inc., New York, N.Y. 1972.

- guide the session without assuming complete control. (*Initially refrain from fogging or bringing up "I remember" episodes such as "I remember when that happened to me," since the leader then becomes the central figure rather than the group members. Past personal experiences may be valuable. However, to interpret or generalize new material from this focus may retard maximum growth. For this reason, try to keep comments related to here and now.*)
- formulate questions carefully. "What could Johnny do in this situation?" instead of "What should Johnny do?" (*Stress alternatives.*)
- be prepared to protect youths who begin to reveal too much personal information. (*You might suggest that the young person talk to you about the particular problem following the group session.*)
- observe and listen carefully and actively to note feelings expressed in gestures, sighs and looks.
- follow up where individual problems are indicated, by talking with the youngsters privately after the session.
- develop some sessions spontaneously in response to a specific situation. (*Other sessions should be planned.*)
- choose topics, techniques and discussions suitable for the specific group that you are facilitating.
- arrange to continue unfinished business at a later date if a conversation extends beyond the given time limit.

Just as important as the "DO's," are the "DON'Ts" for a values clarification group leader. AVOID:

- drawing conclusions about a person on the basis of isolated statements or a single session.
- taking sides when a member presents an unacceptable point of view.
- showing emotional reactions to ideas or feelings expressed.

- making psychological interpretations and inferences.
- correcting grammatical errors, posture, speech patterns.
- giving advice or preaching.
- talking too much or hurrying the discussion.
- probing into highly personal situations or feelings.
- interrupting comments made by a group member.

Valuing Activities

Any or several of the following alcohol-related activities may be the focus of a weekly session or a weekend training workshop. Not only prevention, but also various other topic areas may be addressed.

Use discretion in selecting values clarification activities. Although arranged in a suggested sequence, they can be modified, rearranged or eliminated to meet the special needs of your group. Valuing activities can be beneficial not only as part of a formal weekly prevention program, but also when integrated into existing Club programs and activities, i.e. after an athletic event, during a discussion of Club policy, before an important Club event. Group trust, cohesiveness and the valuing process take time to develop, but will result in honest and open communication.

It is important that you not only read the entire "Prevention through the Valuing Process" model before implementing any of the following activities, but also it is advisable and beneficial to experience them in a small peer group setting (staff, friends, or any other existing peer group). By putting yourself in the participants' shoes, you will have a greater awareness of the dynamics of the valuing process.

A thorough understanding of values clarification is essential to a correct and meaningful use of this approach to prevention.

6a. Prevention through the Valuing Process

Feeling Star

Purpose:

To get to know one another's name and something about the person, perhaps to realize how much alike everyone is in the group.

Procedures:

Each participant completes the items at each point of his "Feeling Star." Stars are held in front of participants as they mill around the room silently reading each others' stars. Only non-verbal communication is allowed for 15-20 minutes. Following non-verbal part, each person chooses someone with whom to discuss his star for about 15 minutes.

(Choose one of the following statements for participants to complete.)

Life is a merry-go-round on which I...

The last time I had a drink was ...

When I go someplace where people drink, I feel ...

The thing I like best/worst about drinking is ...

Two people I admire

My favorite book or movie

NAME

Goal for the future

Two qualities or traits I look for in a friend

Five words to describe myself

Conversation Starters

Purpose:

To develop a compatible climate and readiness for interaction in a group through sharing personal experiences.

Procedure:

Complete the following sentences and discuss responses and feelings in small groups.

1. Other people usually_____.
2. The best measure of personal success is_____.
3. Anybody will work hard if_____.
4. People will think of me as_____.
5. When people drink_____.
6. Nothing is so frustrating as_____.
7. When I drink, I_____.
8. Parents who drink_____.
9. I miss_____.
10. The thing I like about myself is_____.
11. There are times when I_____.
12. I would like to be_____.
13. An alcoholic is_____.
14. Most drinkers_____.
15. My body is_____.
16. When it comes to the opposite sex_____.
17. Drunk drivers should_____.
18. The thing I'd like to change about myself is_____.
19. Teenagers who drink_____.
20. Ten years from now, I_____.

Twenty Things I Love To Do

Purpose:

To have participants become more aware of the activities they most enjoy doing and the people they enjoy doing them with.

Procedure:

Ask the participants to list 20 things they enjoy doing in no preferential order. (See form.) When complete, ask participants to check the appropriate items:

- a. "A" denotes items you do alone.
- b. "P" stands for those items you do with other people. (*Conceivably you can have both an "A" and a "P" for the same activity.*)
- c. "R" represents items that involve some physical or emotional risk.
- d. "\$" for each item that costs \$5 or more any time you do it.
- e. Think of the person that is most important to you. Place a check in the heart column beside those items you think would be on his or her list if he or she were making one.
- f. "X" represents each item which your parents or other persons most important to you would not think you would put on your list. These are items you would not tell these people about for one reason or another.
- g. "C" denotes those items which involve creativity or those items you create rather than have others create for you.
- h. "4" stands for the items which would not be on your list if you had made the list three years ago.
- i. "AL" indicates each item which involves the use of alcohol.
- j. Indicate by the numbers 1, 2, 3 those items which you *most* like to do.
- k. Indicate the last time you did each thing on your list using your own symbol.

20 Things I Love To Do	A	P	R	\$	♥	X	C	4	AL
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

- What does your list look like?
- Can you identify any patterns in the things you love to do?
- Did you learn something new about yourself?
- Are there some things you are pleased with?
- Is there anything that you would like to change? How might you go about it?
- Are there some things you like to do that you have not done lately? Why? What could you do about this?

What Do You Think?

Purpose:

To encourage discussion about one's attitudes relating to alcohol.

Procedure:

THIS IS NOT A TEST! THERE ARE NO RIGHT OR WRONG ANSWERS!

The following statements are concerned with attitudes toward alcohol and drinking and are offered as a guide to start thinking about these issues. Check the appropriate column if you *agree* or *disagree* with a statement. If you do not have an opinion or are unsure about a statement, put a check in the column headed "uncertain."

Don't spend a lot of time on each statement. Your first reaction is probably your best. After completing the sheet, form small groups to discuss responses and feelings. If everyone in the group responded the same way, check "agree" under the group column. If one or more persons disagree, check "disagree" under the group column.

Differentiate between facts and feelings. In dealing with feelings there are no right or wrong answers. Facilitator acts as a resource for factual statements.

What do you think?

GROUP

AGREE DISAGREE

INDIVIDUAL

AGREE DISAGREE UNCERTAIN

		1. Anyone can control his drinking if he wants to.			
		2. Sometimes, drunken people can be fun.			
		3. It is more degrading to be a woman alcoholic.			
		4. People who know the harmful effects of alcohol avoid becoming alcoholics.			
		5. Men like to show their masculinity by being able to hold their liquor.			
		6. Drinking is a sexual stimulant.			
		7. It is difficult to refuse a drink during a social gathering.			
		8. A better understanding of the facts about alcohol would have an effect on the way teenagers use it.			
		9. It is best not to tell a friend he drinks too much.			
		10. Mixing your drinks causes people to get drunk or sick.			
		11. Black coffee and cold showers help you sober up.			
		12. I expect that I drink about the same way my parents do or did.			
		13. It is a mistake for the states to lower the drinking age to 18.			
		14. Parties without alcohol or marijuana are dull.			
		15. Professional Youth Workers do not have any drinking problems.			

Bingo Game

Purpose:

To give participants a chance to examine their attitudes about alcohol and drinking.

Procedure:

In the first box below write your name and the answers to the following questions:

1. When do you find that you most like to have a drink?
2. Who influences your attitude about drinking?
3. How do you feel when you get "high?"

Then circulate around the room and fill in the grid with responses of other participants. Discuss responses.

Example:

Don: 1. 2. 3.	

The Bottom Line

Purpose:

To encourage participants to take a stand in relation to their values about drinking.

Procedure:

Read the following story and rank the underlined characters from "most appreciated character" (1) to "least appreciated character" (8). Once you have finished ranking the story characters, the facilitator will call each name one at a time. Stand by the number placed on the wall denoting how you ranked each character as he or she is called. Group differences and similarities become observable. You can ask questions of one another and discuss feelings after each name is noted.

* * *

It was Friday night and Jane's parents were on their way out for the evening. *Jane* had known for some time that they were going out and had invited over a few of her close friends. *Mr. Wilson*, Jane's father, had warned her about having kids over, but *Mrs. Wilson* did not seem to care.

Soon Jane's friends arrived with some beer to make things more interesting. All was going smoothly until Jane's boyfriend *Tom* came to the door with a few friends—all pretty well loaded. She hesitated, but decided to let them in. Before Jane knew what was going on, she had a full-fledged party on her hands and did not have the slightest idea what to do. Meanwhile, *Mr. Snyder*, the neighbor, was getting upset with the noise and the loitering out front. He expressed his feelings to a few of the kids standing outside, but got no response. Then he decided to call the *police*.

Back in the house, Jane was calling *Sue*, her married sister. Sue did not feel it was her problem and gave no assistance. But her husband *Bob* felt something had to be done and drove to the house. Meanwhile, Sue called her parents and told them the problem. When Bob arrived, he started throwing guys out the door. Jane realized that Bob, too, had been drinking. It was then that the police and Mr. and Mrs. Wilson arrived at the home.

Mr. Wilson blamed Bob for the mess. Mrs. Wilson blamed Jane. And the police blamed Mr. and Mrs. Wilson.

MOST APPRECIATED CHARACTER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

LEAST APPRECIATED CHARACTER

Values Clarification—Alcohol

Purpose:

To give participants practice in choosing from among alternatives and in publicly affirming and explaining or defending their choice; to demonstrate simply and clearly that feelings about alcohol require more thoughtful consideration than we tend to give them.

Procedure:

Have the group check off their choices and discuss responses and feelings in small groups.

I. In this section, circle the choice that best represents your thinking. There are no right or wrong answers.

1. Ogden Nash once wrote, regarding getting people to "mix" at parties: "Candy is dandy, but liquor is quicker." For a successful party, liquor is:
 - a. necessary
 - b. helpful
 - c. not needed
2. While they are drinking, people are:
 - a. more likeable than usual
 - b. less likeable
 - c. neither more nor less likeable
3. It is:
 - a. more acceptable for males to drink
 - b. more acceptable for females to drink
 - c. equally acceptable for males and females to drink
4. Teenagers who drink are:
 - a. more socially sought after
 - b. less socially sought after
 - c. equally sought after socially
5. Most teenagers who drink are:
 - a. very dependent on alcohol
 - b. somewhat dependent on alcohol
 - c. not dependent on alcohol
6. Most teenagers who use alcohol are considered by their peers to be:
 - a. very mature
 - b. somewhat mature
 - c. somewhat immature
 - d. very immature
 - e. same as teenagers who abstain
7. Most teenagers who use alcohol:
 - a. brag about it openly
 - b. tell only close friends
 - c. conceal this activity
 - d. other
8. Most teenagers who drink do so because:
 - a. they want to escape problems
 - b. they want to be considered "adult"
 - c. they want to be considered "one of the group"
 - d. other
9. While teenagers are drinking, they feel:
 - a. more self-confident
 - b. less self-confident
 - c. equally as self-confident as they do when not drinking
10. Teenagers who use alcohol are more likely than non-drinkers:
 - a. to engage in premarital sex
 - b. to avoid premarital sex
 - c. equally as likely to participate in premarital sex as when they do not drink
11. If teenagers are going to drink, they should do so:
 - a. out-of-doors at the beach, parks, etc.
 - b. at home
 - c. in bars
 - d. in cars
 - e. other
12. Teenagers should:
 - a. avoid alcohol altogether
 - b. sample it when they can do so safely
 - c. use alcohol all they want

13. The legal age for using alcohol should be:

- a. 21
- b. 18
- c. 16
- d. 14

14. On which of the following media should whiskey advertising be permitted? (more than one choice, OK)

- a. television
- b. magazines
- c. newspapers
- d. signboards
- e. none of these

II. In this section, please rank each set of responses. The response that most closely represents your thinking will be #1; your second choice #2 and so forth. Rank the responses in this manner even if you do not fully agree with any of the choices.

15. Use of alcohol should be considered as a:

- ___moral issue
- ___social issue
- ___religious issue
- ___personal issue
- ___health issue

16. At my school, the biggest problem is:

- ___marijuana
- ___alcohol
- ___misbehavior
- ___boredom

17. If people are going to use alcohol, they should:

- ___use it at meals
- ___use it alone
- ___use it socially with others

18. Society suffers most from public use of:

- ___alcohol
- ___marijuana
- ___cigarettes

19. Which of the following is most dangerous to one's own mental and physical health?

- ___alcohol
- ___marijuana
- ___cigarettes

20. Which is most dangerous for society? A teenager who is:

- ___driving while intoxicated
- ___driving while emotionally upset
- ___driving fast to show off for peers

21. Teenagers who drink:

- ___use alcohol to have fun
- ___use alcohol to be accepted by those who also drink
- ___use alcohol to face or get away from their problems
- ___other

22. What would you least like your best friend to do the next time you are together:

- ___be drunk
- ___be high on pills
- ___be high on marijuana

23. Which would you least like to be?

- ___an alcoholic
- ___addicted to heroin
- ___addicted to uppers

24. Which would be hardest for you to admit to your friends?

- ___that you cheated on a test
- ___that you had shoplifted a valuable article
- ___that you had gotten drunk the night before
- ___that you had engaged in premarital sex

25. Which would be hardest for you to admit to your parents?

- ___That you cheated on a test
- ___that you had shoplifted a valuable article

6a. Prevention through the Valuing Process

- that you had gotten drunk the night before
- that you had engaged in premarital sex

26. Which is the worst news you could learn about *your own* teenager?

- that he was using alcohol
- that he was using marijuana
- that he was shoplifting
- that he was engaging in premarital sex

27. If *your own* teenager were to come home drunk, which of the following would you do?

- call a youth agency for help
- punish him severely
- order him never to drink again
- “laugh it off” as part of growing up
- other

III. Complete each of the following sentences:

- 28. A person is abusing alcohol when . . .
- 29. If I drink too much . . .
- 30. When my friends drink . . .
- 31. I would drink if . . .
- 32. I wouldn't drink if . . .

IV. Place an “X” on the following continuum at the point most representative of your own overall attitude toward teenage use of alcohol:

33.

1	2	3	4	5
Enthusiastic Approval		Mixed Feeling		Steadfast Disapproval

34. What saying or slogan might summarize your attitude toward use of alcohol?

Side Out

Purpose:

To encourage participants to take a stand in relation to their values about drinking.

Procedure:

Read the following story and rank the underlined characters from "most appreciated character" (1) to "least appreciated character" (5). Once you have finished ranking the story characters, the facilitator will call each name one at a time. Stand by the number placed on the wall denoting how you ranked each character as he or she is called. Group differences and similarities become observable. You can ask questions of one another and discuss feelings after each name is noted.

* * *

Another Friday night in Smalltown, U.S.A. and Tom and Jerry were waiting for the action to start. They had it planned for a week. Tom would tell his parents he was spending the night at Jerry's and Jerry would tell his parents he was sleeping at Tom's for the night. Then the two boys were going out drinking. Jerry wasn't real excited about the idea, but reluctantly decided to go along with it anyway after much urging from Tom.

It was cold, but Tom and Jerry stood out in front of the store waiting for a buyer. Steve, a likely prospect as a buyer, drove up and Tom went

over to talk to him. Steve was a high school senior and had just turned 18. He did not want to buy for them for fear of getting himself in trouble. He did not think the boys should be drinking anyway and told the store manager what the two were up to. The store manager then told the boys to leave so Tom and Jerry went to another store.

After some time waiting, the two boys ran into Jack. Tom asked Jack if he would buy for them and he said he would under one condition—that they would pay double the price. The boys wanted a six-pack of beer and two bottles of wine. It was going to cost the boys \$7, but they went through with the deal anyway.

After a short time guzzling up on the railroad tracks the two were very drunk. Before Tom knew it, he was very sick and soon passed out. Jerry left him and went for help and found his older brother Cal. Cal felt that the boys got themselves into this mess and should get themselves out. He did agree with Jerry not to tell their parents and drove Jerry back to check on Tom.

A short time later Jack arrived on the scene after hearing about the situation from Cal. Jack offered to help and drove the two boys to his apartment to sleep it off. The next day Tom and Jerry each went home and tried to forget the whole thing.

Most Appreciated Character

1. _____
2. _____
3. _____
4. _____
5. _____

Least Appreciated Character

Rank Order

Purpose:

To give participants an opportunity to experience the resolving of value conflicts, to examine their own values and to see that the significant thing is that they are based on feelings. To show that the issue is not drugs, but people's feelings and attitudes about taking them.

Procedure:

List on newsprint the following substances:

- alcohol
- pot
- coffee
- L.S.D.
- barbiturates
- amphetamines
- heroin
- tobacco

Have each person take out a sheet of paper. Give them instructions to rank these in their degree of harmfulness to themselves. Tell them they must use all eight numbers—do not skip any.

Wait until they complete that, and then tell them to rank them in degree of harmfulness to society.

Then divide them into groups. Their task in the small groups is to come up with a list of those substances in the order of harmfulness to society that they can agree with.

Controversial Issues

Purpose:

To develop an understanding of values—one's own and those of others—through which decisions are made; to learn to respect other people's feelings.

Procedure:

Rank the following twelve issues from "most against" (1) to "least against" (12). Write the issues in the boxes below. Once you have finished, the facilitator will call each issue one at a time. Stand by the number placed on the wall to denote how you ranked it. Group differences and similarities become observable. You can ask questions of one another and discuss feelings after each issue is called.

Twelve Issues (for teenagers)

- a. your getting drunk at a party
- b. your torturing an animal
- c. co-worker having special privileges and not you
- d. your swimming in the nude with others
- e. sex before marriage
- f. your drinking alcoholic beverages and driving
- g. your marijuana smoking on weekends
- h. your making fun of someone else's differences
- i. a friend trying to influence you to try or use drugs
- j. your stealing a small item from a big supermarket
- k. you or your mate using birth control
- l. your reading and looking at pornographic pictures and books

"MOST AGAINST"

(1)	(5)	(9)
(2)	(6)	(10)
(3)	(7)	(11)
(4)	(8)	(12)

"LEAST AGAINST"

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Twelve Issues

(for younger boys and girls) *

- | | |
|--|--|
| a. child cheats in games, athletic contests | h. leader who rules with iron hand (strong disciplinarian) |
| b. leader who has pets | i. parent who feels his child can do no wrong (over-protective parent) |
| c. child "rats" on Club member | j. parent who doesn't care |
| d. bully in Club | k. brother or sister who bosses you around |
| e. child who "thinks" he knows it all | l. friend tries to influence you to try or use drugs |
| f. very bright Club member | |
| g. leader who shows no emotion (don't care attitude) | |

"MOST AGAINST"

(1)	(5)	(9)
(2)	(6)	(10)
(3)	(7)	(11)
(4)	(8)	(12)

"LEAST AGAINST"

Think about the following:

1. Did anyone feel (peer) pressure when his or her opinion differed from the group's?
2. Did anyone find that he or she agreed strongly with any other members?
3. Did anyone find it difficult ranking the issues?
4. How did you feel about doing the activity?
5. Did anyone discover something about him or herself? . . . the other members?

*These issues were included for peer leaders' work with younger children.

The Value Ladder With Respect to Alcohol

Purpose:

To have participants rank their values with respect to alcohol and to examine their attitudes and habits relating to it.

Procedure:

Arrange your values from No. 1—Most Important—to No. 10—Least important. Select from statements below:

- Never drinking.
- Drinking only socially.
- Influencing others not to drink.
- Helping an alcoholic.
- Never getting drunk.
- Never driving after drinking.
- Only drinking at home.
- Never associating with a drunk.
- Drinking legally.
- Drinking whenever I get a chance.

In smaller groups, discuss individual value ladders or place ladders on the wall and have the group circulate and look them over non-verbally.

	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.

Checklist for Personal Guidance

Purpose:

To have participants consider more thoughtfully what they value, what they want out of life, what they want to become and their own drinking habits.

Procedure:

Check off and discuss responses and feelings in small groups.

	YES	NO	SOME-TIMES	DOES NOT APPLY
1. I wish I had more friends.				
2. I worry about the way I look.				
3. My feelings are easily hurt.				
4. I become nervous when someone watches me work.				
5. I drink heavily after a disappointment, a quarrel or when someone gives me a hard time.				
6. When I feel under pressure, I drink more than usual.				
7. I sometimes feel a little guilty about my drinking.				
8. I try to avoid family or close friends while I am drinking.				
9. I usually have a reason for the occasion when I drink.				
10. I become irritated when my family or friends discuss my drinking.				
11. I feel I have to be the best in everything.				
12. I worry a lot.				
13. I often worry about what could happen to my family.				
14. I am secretly afraid of many things.				
15. I wish I had more confidence in myself.				

Group Values

Purpose:

To clarify one's own value system; to explore values held in common within a group; to study differences existing among groups.

Procedure:

Copies of the group values worksheet are distributed, and participants are instructed to complete the task independently for about 10 minutes.

The leader or facilitator then forms three sub-groups which are asked to discover which values, as indicated on their worksheets, are most commonly accepted and rejected among themselves. Reasons or feelings for value selection are discussed in each group for 20 minutes. Each sub-group is asked to select a spokesman to present the findings to the total group. The facilitator tallies on newsprint those values most often accepted and rejected by each of the three sub-groups.

Group values worksheet: Place an (X) next to those values which you agree with most strongly. Then rank the three values which you hold most strongly by placing a "1" next to your highest value, a "2" next to your second most strongly held value, and a "3" next to your third value.

Active	Explorative	Sober
Ambitious	Good	Spontaneous
Aware	Helpful	Superior
Better	Honest	Supportive
Careful	Influential	Sure
Competitive	Loyal	Thoughtful
Considerate	Open	Tolerant
Creative	Productive	Trusting
Critical	Right	Unique
Different	Risky	Warm
Drinking	Sensitive	

Warm-Up Games

Our games are low-risk play activities which have little consequence in themselves; winning and losing is not as significant as the experience of the game itself, and much of the time, laughter is an essential component or outcome. These games begin to involve people with one another on a personal level, rather than on a competitive level. This personal involvement is a necessary ingredient for successful training.

Where do games enter into the "serious" business of alcohol abuse prevention? A game can have value to a training group on a number of levels:

1. **ENERGIZER**—physical activity to start the day or after lunch.
2. **RELAXER**—tension-reducing exercise to eliminate initial uneasiness through a non-threatening, fun activity.
3. **INTRODUCER**—putting people into active contact with one another.
4. **COHESION BUILDER**—providing people with a commonly shared experience to react to with one another.
5. **EXEMPLIFIER**—producing an experience that can yield insights when the experience is processed.

Some other uses of games can be: 1) to teach a process or a piece of content; 2) to help solve a problem; 3) to provide team experience and co-operation; and 4) to create an open atmosphere.

Some hints:

1. Usually the best games are those which minimize strategy and pure competition and leave a great deal to chance, thus putting all participants on virtually the same footing.
2. Keep instructions brief and clear—rehearse them—don't over instruct.
3. Walk the participants through the game quickly if it is complicated.
4. Participate yourself, when appropriate.
5. Stop the game when participants are on a high and still eager to play; do not let it become a drag.
6. Have a clear purpose in mind for the game and prepare some process questions to use with the group after the game.

Energizers

These simple and enjoyable games can serve a variety of purposes. The most obvious is that if used the first thing in the morning, immediately after lunch, or even after a rather lengthy discussion, they help the group to "wake up" and become energized for the work to follow. They also provide an opportunity for the group to function together in a light activity which is generally non-threatening. In addition, the activity itself can be processed after it has been completed, providing another opportunity for the group, or the individuals, to become aware of the feelings and behaviors of others. And lastly, the importance of simply having fun is sometimes forgotten in a task-oriented group. These activities provide the kind of break which all of us need.

1. Bumpety-Bump-Bump

The group forms a circle and each person makes sure he knows the name of the person on either side of him. One person goes to the center of the circle and begins to walk slowly around the inside of the circle, facing each person as he passes. At any point, he may stop in front of a person, point to him, and say "Right Bumpety-Bump-Bump" or "Left Bumpety-Bump-Bump." By the time he has completed his statement, the person he has chosen must say the name of the person to his right or left, depending on the direction given. If the name is given correctly before the "pointer" has completed the statement, the "pointer" continues around the circle, choosing someone else. If the name is not given in the time or is given incorrectly, that person becomes "it" and the "pointer" joins the circle.

2. Making a Machine

The group leader should explain to the group that any machine is made up of a variety of moving parts, some of which make noise. The group will make a machine of its own by having each person become one of the moving parts. One person starts by going to the center of the circle and making some sort of movement with some part of his body. He may also make any noise he deems appropriate. A second group member then joins him in the center of the circle and adds a movement of his choice; his movement should be

a consequence of the first person's movement (as one gear moves another). One by one, the other members of the group add on to the machine in any way they wish until all group members are a part of the machine. The group leader may then give the machine directions to slow down, speed up, etc.

3. Tiger-Gun-Man

This is a variation of the old rock-scissors-paper game that most people played when they were children. The group is divided into two teams, which stand in a line facing one another with a space of about five feet in between. The teams huddle and decide if they are to be a tiger, a man, or a gun. This decision should be made very quickly. They then form the line again, and on the signal of the leader each person in the line makes the sound and movement which is appropriate for the choice they have made. If they are the tiger, they lunge forward (as if clawing) and growl viciously; if they are a man, they assume a Mr. America pose, showing their muscles; if they are the gun, they would point and shout, "Bang." If both teams make the same choice, it is a draw. Otherwise, the tiger beats the man, the gun beats the tiger, and the man beats the gun.

4. How Do You Like Your Neighbor?

The group is seated in chairs in a circle. The leader stands in the center. Each group member, including the leader, is given a number. The leader walks around the circle, stops and asks a member the question, "Do you like your neighbor?" There are two possible responses. If he says yes, everyone in the group, including the leader, must run for another chair. The person who is left without a chair after the scramble becomes the leader for the next round. The person may also say "No, I don't like my neighbor. I would rather have numbers 6 and 9 for my neighbors." He may call out any two numbers of other group members that he wishes. The two people whose numbers he has called get up and move to take the seats on either side of him. The two people who have been sitting next to him, as well as the leader, must scramble for the two seats vacated by those whose numbers were called. The person who ends up without a chair becomes the leader for the next round.

5. Swat

All group members are seated on chairs in a circle; the leader is seated on a chair in the center of the circle. The leader has a roll of folded newspaper secured with a rubber band. He gets up and walks around the circle until he chooses a person and swats him (it must be below the knee) with his swatter. The leader must then run back, place the swatter on his chair and run to sit down in the chair of the person he has just swatted. Meanwhile, the "swatee" gets up and runs to the center chair to get the swatter and tries to swat the leader below the knee before he can sit down in the chair. If the leader throws the swatter to try to get it on the chair and it falls on the floor, the leader must try to replace it on the chair. However, if the "swatee" can, he may grab it and swat the leader with it, so it is not always an advantage for the leader to try to toss the swatter rather than placing it on the chair. If the leader is seated before the other person can swat him, the swatee becomes the leader. If the leader is swatted before he can sit down, he continues as leader.

6. The Milling Assassin

The group leader must choose one person to become the assassin. This is done by having all the group members stand in a circle with their hands behind their backs. The leader walks around the outside of the circle, touching each person on the palm of the hand. He will touch one person on the wrist, and that person is designated as the assassin, but no one else in the group will know who he is. After the leader has completed the entire circle, the group members begin to mill around, shaking hands with everyone they pass. This must be done non-verbally. The assassin will also mill around and shake hands, but whenever he wants to, he may "kill" someone by shaking hands and extending his index finger to touch the wrist of the person with whom he is shaking hands. The victim will wait about 10 seconds and then "die" by falling to the floor and making appropriate noises. The group will have to try to discover the identity of the assassin. If one person feels that he knows who the assassin is, he becomes the Declarer and says, "I know who the assassin is." Before he can name anyone,

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another member of the group must volunteer to become his "backer." Then the declarer will say, "The assassin is John." His backer must agree with his choice. If he does, and if John is indeed the assassin, the game is over for that round. The process must be started again. If, however, John is not the assassin, then both the declarer and the backer must die. The game then continues. If the backer refuses to agree with the declarer's choice of assassin, then the game continues with no response from John as to whether he is or is not the assassin.

7. I Like Everybody Here, Especially People . . .

All participants are seated in a circle. The leader, who does not have a chair, stands in the middle of the circle. He thinks of a phrase descriptive of himself and several other people in the group and attaches the phrase to the end of the statement: "I like everybody here, especially people . . ." For example, the leader might say: "I like everybody here, especially people wearing brown clothes"—then all people wearing brown clothes get up and, along with the leader, try to find another chair to sit in. The participant left without a chair becomes the leader for the next round.

8. Name Game

Participants sit in a circle. One person begins by stating his name and his imaginary occupation, i.e., "I'm John and I'm a hypnotist." The next person must repeat the previous message: "John, hypnotist," and then state his own name and imaginary occupation. This continues until all have participated with each person having to repeat all the names and occupations of other participants

before stating his own. This can be a lot of fun. Do not make it competitive. Coaching by group is allowed if someone has difficulty. This game loosens up the group, encourages members to listen to each other and helps participants learn names of other group members.

9. Identifying Changes

Have group stand and form two lines. Each participant faces his partner. Tell them to face away from each other and make one change in their appearance, i.e. remove glasses, unbutton shirt, untie shoes, etc. Have them face each other again and try to identify the change. Follow the same format for two, three, four changes in appearance.

10. Knots

Stand shoulder to shoulder in a circle, placing your hands in the center. Everyone grab a couple of hands, but not both hands of one person. Two people release the grip on one hand to form the ends of the unit. No one else releases their grip except for permissable hand "pivoting" as long as touch is maintained. Now unravel the knot to form a straight line.

This activity is a good introduction to communication, or problem solving activities. Discussion can follow the exercise with questions like: How can you work together most effectively? How can you communicate with each other most effectively? What does it take to successfully complete a project? What type of leadership works best in groups? How do you get everyone involved? What problems have come up in your group so far? How have you dealt with them? How can you deal with them?

Role Playing

The following activities are designed to develop sound decision-making techniques in participants.

Aspects common to all activities:

1. Deals with daily problems youngsters meet.
2. Helps youngsters acquire ability to handle problems.
3. Youngsters explore values and attitudes.
4. Helps youngsters understand that others have same problems.
5. Helps youngsters understand reasons for others' behavior.
6. Helps in emotional release, because youngsters can assume roles and identify with problems.
7. Youngsters develop sound principles of behavior.

Activity I: Role Playing through Sociodrama

Participants explore ways of coping with stress situations by enacting roles in a skit based on real life situations. The leader reads an open-ended story based on a realistic problem. Youngsters enact and finish the story in a spontaneous dramatization. The story must be realistic, meaningful and based on participants' needs.

The rest of the group observes the role playing and then group, actors and leader talk about skit and analyze it.

Be aware of present feelings of group; gain insight into why participants behave and feel the way they do; work for behavior change. Also watch non-verbal communication signals (body language) for clues of how participants are feeling.

Sample Role Profiles

Minor Buying

You are a 15-year-old girl (boy) and you want to celebrate your boy (girl) friend's birthday by sharing a bottle of champagne. You have just been refused service in a package store. On the way out, a kindly looking man who watched you as you were refused holds the door open for you. He had been buying, too. You figure, as you both step out the door, that he might buy for you. You would even offer him a dollar to do it for you if you had

to. What do you do? You just have to have that bottle.

Adult Solicited

You are a 22-year-old man buying some beer at a package store for a party you are having tonight. You have been watching a young girl (boy) refused service because she (he) is too young. She (he) looks about 14: You hold the door open for her (him) as you both walk out.

Father

You have just caught your 15-year-old son in the park at 9:30 p.m. drinking beer with two friends. A neighbor called you to let you know about it. At home you have permitted him to drink a half-glass of beer on occasion, but that is all. You get out of your car and walk over to him. What, if anything, do you say and/or do?

Son or Daughter

Your parents have allowed you to drink a half-glass of beer on occasion, but you wanted to see what it is like to drink a few. A friend of yours got some beer from his older brother and you have been sitting in the park drinking after dinner. You are working on your third beer and feeling very silly and giggly. All of a sudden, your father walks up to you. What, if anything, do you say?

Friend

Your best friend is pretty drunk and is ready to drive his girl home. You feel he is in no condition to drive and even if he does not hurt himself, his girl or someone else, he is liable to get arrested and lose his license. But you know you are going to have a tough time convincing him not to drive when he is with his girl. She would like him not to drive, but is afraid to say so. In addition, he has no money to take a taxi and there are no buses around the neighborhood.

Girlfriend

Your boyfriend has been drinking quite a bit at a party, something he usually does not do. You have kidded him about it, trying to get him to slow down, but he will not take the hint. Now he is ready to drive you home and you would rather he did not drive, but you are afraid to tell him not to.

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Drinking Driver

You are with your girlfriend at a party and have had quite a bit to drink, but you are not about to admit to her that you are too drunk to drive her home—that you can not hold your liquor. Besides, she lives only four miles away and the roads should be pretty empty at 2:00 a.m.

Non- or Social Drinker

You have gone to the movies on Saturday afternoon with three friends, Sam, Fred and Richard. On the way home, you run into one of their older brothers who has a case of beer in his car. He gives his younger brother (your friend) a six pack and tells you all to "have a blast—it's about time you found out what life's all about." Your friends think this is a great chance and you all go off to the river, behind the trees to drink. You do not want to drink but your friends are all starting to open the beer. What do you do now?

Peer(s)

You have gone to the movies on Saturday afternoon with three friends, Fred, Richard and Bob. On the way home you run into one of their older brothers who has a case of beer in his car. He gives his younger brother (your friend) a six pack and tells you all to "have a blast—it's about time you found out what life's all about." You think this is a great idea, but Bob does not seem to. In fact, now that you are all by the river opening the cans, he has not picked one up. You do not want him to miss the fun or spoil it for the rest of you. How will you try to persuade him to drink?

Activity II: Role Playing Through Letters

Participants explore ways of coping with pressures to drink or to abstain by responding to hypothetical letters from youngsters who are faced with such pressures.

Participants break into small groups and each group is given the letters that appear on the following pages. Groups are instructed to act as a consultant bureau. Each "bureau" must answer each letter with a letter of advice. If they disagree among themselves they may include more than one approach in their letter, but they should write only one letter to the advice-seeker.

When all letters have been answered, the various bureaus exchange letters until each group of participants has read the responses of several other groups.

The facilitator has the group compare the advice given by having each bureau explain why it advised a particular course of action and asking other bureaus to evaluate how effective they think that course of action would be and why.

* * *

Dear Abby,

I am the star linebacker on our high school football team and after every game there's a party at someone's house with a lot of drinking. I don't like the taste of alcohol and I get a lot of razzing from the guys and girls at the parties and sometimes on the field for not drinking. I'm sensitive about it and it affects my playing ability because I get self-conscious and feel I have to be twice as good as anyone else to make up for the razzing. What can I do?

Signed,
Razzed

* * *

Dear Abby,

I'm dating this guy I really like, but he not only never drinks (which is OK) he also objects to my drinking wine with meals, and beer at parties. He feels "nice" girls don't drink, except champagne on New Year's and he and I keep getting into fights. I was brought up to drink wine with meals and I like to relax with a beer or two at parties. What can I do?

Signed,
Thirsty

New letters can be created by varying:

- the age and sex of the participants
- the reasons they drink or abstain
- how much they drink

Activity III: Role Playing Through Written Scenarios

Participants write brief responses to one or more scenarios in which, as parents, they discover their son or daughter drinking or "high." Sample scenarios follow.

Next, participants break into small groups and discuss the best course of action the parent could take in each scenario and why.

Then, the small groups report conclusions to the others and respond to comments and questions from group and facilitator.

Sample Scenarios

You are the parent of a teenage son. He has just come home from a party at the house of a friend whose parents were away for the weekend. The "host" supplied all the kids with drinks from his parents' liquor cabinet. Your son had about 3-4 beers and is having difficulty standing up. What, if anything, do you do?

* * *

You are the parent of a teenage daughter. She has just returned from a date and is obviously very high. She is silly and giggly and is having trouble walking in a straight line. She tells you she had a glass of champagne to celebrate her boyfriend's birthday. What, if anything, do you do?

* * *

Your son (daughter) has been a dinner guest at his (her) friend's home. He (she) tells you that they served wine at dinner and cocktails before, and their children always participate, so he (she) did, too. What, if anything, will you tell him (her)?

New scenarios can be created by varying:

- why and under what circumstances the drinker drinks
- the ages and sex of the parents and children
- how much the drinker drank and how he's behaving as a result

In any of these scenarios, facilitator can add the factor that the son or daughter knows that the parent(s) did similar things when they were kids.

Activity:

Participants write brief response to one or more scenarios in which a host is confronted with drinking issues at a party.

Following the session, participants break into small groups and are given written instructions to discuss:

- what the hosts should do and why.
- if there is any discrepancy, why, and can it be overcome.
- whether a host has *other* responsibilities besides those raised by the scenarios.
- what guests can do, if anything, about a *host* who is irresponsible.

The small groups report their conclusions to the others and respond to questions and comments. The facilitator may want to bring up for discussion other options such as serving food and non-alcoholic beverages.

Sample Scenarios

You are having a party after the "big game" and will be serving plenty of beer. You know that several kids will get drunk and want to drive home. What, if anything, will you do to prevent this? What, if anything should you do? Why?

* * *

You are the 18-year old host at a party for several friends after the football game. Sam, one of your friends, is just getting over mono and is under strict doctor's orders not to drink. Sam's girlfriend has asked you not to serve him anything. Sam is coming over to you right now and you know he is going to ask you for just one beer. What, if anything, will you do? What, if anything, should you do? Why?

* * *

Your father has been drinking beer all day while he watched the ball game on TV. Now he has decided to drive across town for a pizza. There is no one else at home. What do you say or do? How will he respond?

* * *

Your parents are away, and you have a friend visiting. He suggests you both try "a little" of the liquor in the house. What do you do or say?

Activity IV: "Court in Session" Role Playing

Members select a judge, jury, offenders (and, if desired, lawyers) to role play scenes. The "case"

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is presented, then the jury must decide what should happen to the following offenders:

- A 17-year-old girl from a respectable family who was drunk and passed out in the bleachers at a ball game. She has never been in court before.
- A 17-year-old boy was arrested while driving his car recklessly. He narrowly missed several cars before he was stopped and arrested for drunken-driving.

Encourage participants also to imagine that these "cases" are real life events and should be treated as such. The jury may deliberate so that everyone can hear them, but only jurors should participate.

Following the trials, discussion can go on regarding how students and judges order different legal solutions based on differences in the background of the drunk person, such as age, sex, socio-economic status, number of previous arrests. Point out that some states have eliminated public drunkenness as a crime. Discuss the laws that exist in your area regarding alcohol use.

Outcomes of the Values Clarification Model at Local Pilot Sites

Project coordinators from the 13 pilot sites have said that values clarification activities, discussions and role plays are instrumental to any prevention program.

"They have built confidence in many of the peer group members," reported Ken Grafft from the Greeley Boys' Club.

Tim Buchanan from East Aurora Boys' Club said that "values clarification promoted self-awareness and a realization that individual feel-

ings and problems are not isolated."

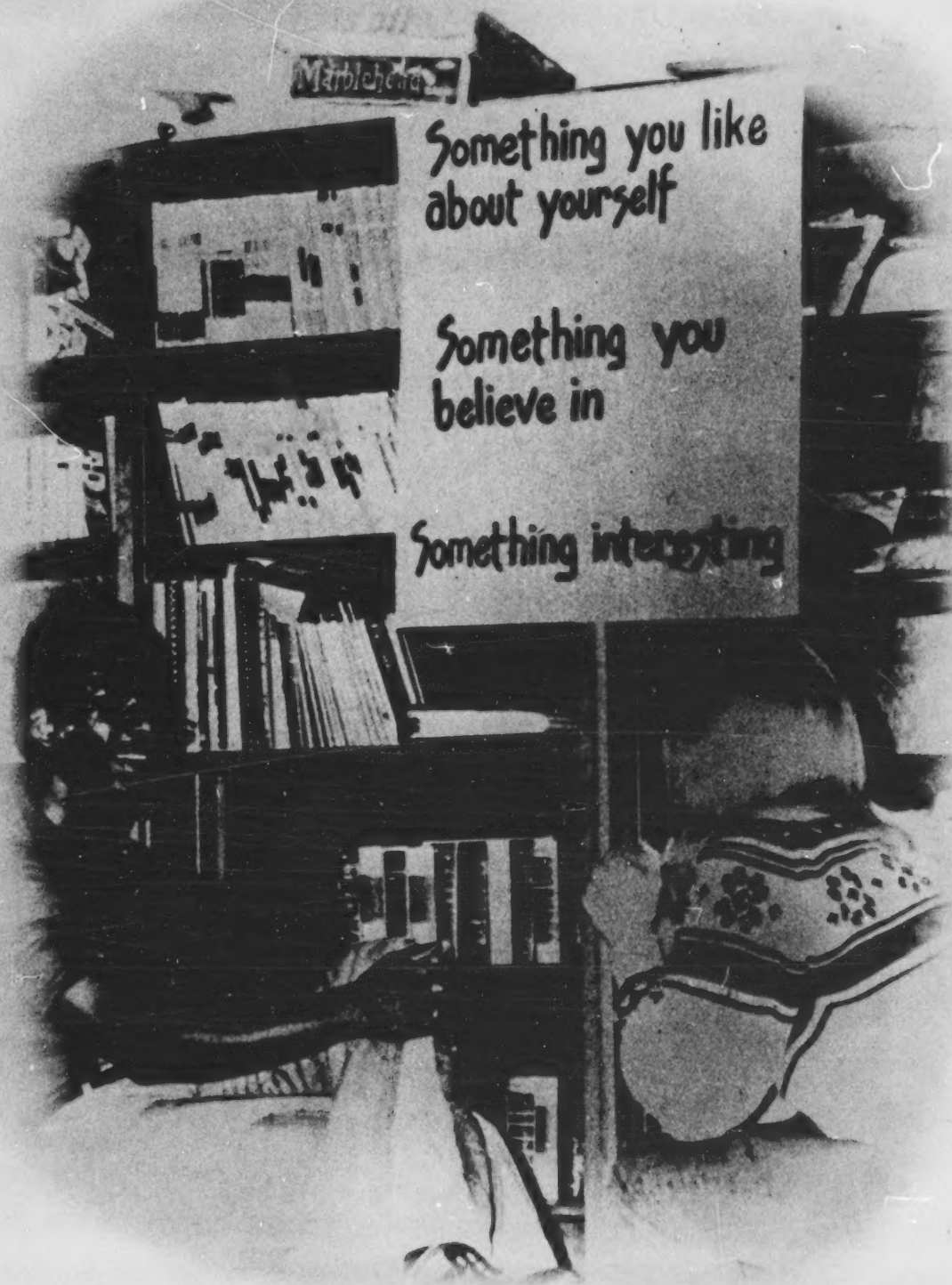
A peer counselor from East Aurora said during an interview, "I don't drink for effect any more. It made it easier for me to talk . . . Now I don't need it and am able to be open and honest with others as a result of the values clarification sessions. I used to be afraid to express my feelings with my peers. The session we had during the prevention program helped me to realize that I don't have to go along with the group in order to be accepted."

"At the Wheeler Boys' Club, parents and teenagers began to be open and honest with one another for the first time. Parents told me that they talk to their youngsters in the evening now instead of watching TV all the time," reported Ralph Dowe, project coordinator of a family approach to values clarification.

One critical caution is that the group facilitator should be trained or have participated in a values clarification peer group prior to facilitating or leading his own group through values clarification. We are dealing with sensitive subjects and the leader needs a background in small group dynamics. He should not just read about values clarification and then go out and try it with young people.

Insight Associates, Project TEAM's evaluation team, wrote in its final report that "group norms may be changing and there is less peer pressure to drink as a result of TEAM participation. Youngsters are gaining new strength, resulting in more responsible decision-making, thus rendering them less susceptible to group pressures. At the beginning of the program, 22 percent of the respondents said they usually go along with peer pressure to drink compared to 13 percent at the end of the program.

6b. Prevention through Peer Consulting



6b.

Prevention through Peer Consulting

Goals

- To develop in participants the skills necessary to aid their peers with the social, emotional and practical dilemmas that develop because of alcohol abuse.
- To train participants as resource people who can provide peers with information about public and private agencies and individuals in the community which provide special services.
- To help discover and/or affirm personal capacities, strengths, talents and abilities which contribute to full realization of personal potential.

Objectives

Participants in the peer consulting training program will have:

1. learned the importance of peer consulting with regard to alcohol abuse prevention.
2. learned skills in communication, problem-solving, self-awareness, identifying problems and counseling.
3. become aware of various social service agencies which can be used on a referral basis.
4. be able to assist their peers on an individual basis.

What is peer consulting?

"People are the mirrors in which we see ourselves."¹

So many of the ills of the world would be solved if each of us had someone to go to who would *listen* and *try* to understand our needs, our pains, our dreams.

Peer consulting is an exciting process in which young people are exposed to a variety of human interaction skills necessary to a better understanding of themselves and others. These skills, (question and answer techniques, facilitating skills, active listening, paraphrasing, values clarification) along with empathic understanding, en-

¹*Becoming Myself* by Walter J. Limbacher, Ph.D.

able them to aid peers with social, emotional and practical dilemmas.

Why use peer consulting as a prevention activity?

When adults have a problem, they talk to their peers in order to learn coping skills, alternative solutions or to seek understanding and identification. In the same way young people seek out their peers.

Alcohol abuse is a symptom of problems. In a trusting and relaxed atmosphere, peer consulting is a technique that relieves tension or attempts to solve problems which might contribute to alcohol abuse. The peer consulting model has a positive effect not only on the primary group trained as peer consultants, but also on the young people they will be serving.

Very often when one young person talks to another about his feelings or problems, there is instant identification. For example, one young person might say, "My parents hassle me." Another young person knows exactly what that means.

Peer consultant training itself can be an appropriate vehicle for personal growth, even without any consulting outgrowth, since the peer group being trained can benefit from the learning experience alone.

How to use peer consulting in your Boys' Club

A peer consultant can be trained in a variety of settings, situations and schedules. The Boys' Club of Pittsfield in Massachusetts trained a coed group of 12 teenagers during weekly two-hour sessions. East Aurora Boys' Club in New York State not only had weekly sessions for the trainees, but also conducted an intense weekend workshop at a local church camp.

Coordinators felt that the weekend retreat concept works well at any time, but is especially helpful during the initial stages of the project. Although the content of your weekend can vary, the process remains the same with the ultimate result being rapid establishment of group identity.

NOTE: Choose prospective peer consultants who have the confidence, common sense and ability to develop the skills needed to guide young people through the decision-making process. They should be able to relate to and be respected by the membership they will be helping.

The peer consultants must be thoroughly trained in initial contact skills, question and answer techniques, active listening, paraphrasing and decision-making skills prior to assuming their helping roles. They must be trained to guide their peers through the decision-making process so that peers can make the right decisions for themselves. It is extremely important that the peer consultants do not attempt to solve their client's problems or impose their own values, attitudes or beliefs.

The Pittsfield Boys' Club's program was divided into two components. The first part dealt with four areas: getting to know you and me; values clarification; communication skills; and developing consulting skills. The mode of learning during this part was centered around having the participants become involved in a specific experience and then relating this experience to personal and consulting growth.

The second component dealt with developing consulting ethics and responsibilities, alcohol information and social service information. The mode of learning during this section was mainly didactic—having the participants gain both personal and professional insight in the consulting field.

After training, peer consultants may apply their skills in a quiet and private room in the Boys' Club. Young people can be referred by the Boys' Club staff and other community persons. Consultants, when necessary, refer clients to other appropriate agencies for assistance.

The room can be the same one used for peer consultant training sessions. A listing of the peer consultants and the times they are available for assistance could be placed on the door. Club members interested in talking to the peer consultants will then know when and where to reach them.

Pittsfield Boys' Club's peer consultants utilized their skills on an informal basis in and around the Boys' Club. The membership was informed of the

6b. Prevention through Peer Consulting

peer consultant group and its services. Pittsfield's consultants also serviced juvenile offenders referred to them by local school and legal agencies. If peer consultants came across a client whom they felt would better relate to another peer consultant, they referred the client to that peer consultant.

In organizing your peer consulting program, the most important consideration is that peer consultants *know their limits*. They should never try to handle problems or situations beyond their expertise, but should seek advice of a staff person and recommend to peers various agencies which

might offer assistance. Peer consultants can also be leaders of small groups to facilitate discussions. Self-awareness and values clarification activities should complement skill building sessions during the beginning stages of your program to aid in building the small group process.

Peer consultant training should be ongoing. Once peer consultants start helping peers, they should continue meeting as a support group to reinforce skills. The group may discuss and reaffirm techniques being used or suggest other ways of dealing with individual cases.

Activities

The following outlines represent Boys' Club of Pittsfield and Boys' Club of East Aurora's weekly training sessions. Included is a weekend schedule containing communication skills used at the East Aurora Boys' Club. Feel free to delete or add to any of the sessions. You may wish to incorporate weekend activities into your weekly meeting. Values clarification activities should be used during the first sessions and will enhance decision-making skills and self-awareness as group cohesiveness develops. Valuing activities can be used alternately with consulting skills, i.e. one weekly session can focus on consulting techniques, while the following week a values clarification activity can be used. The number and sequence of values clarification activities is strictly up to you. Refer to *Prevention Through the Valuing Process* for details.

Name Game

Purpose:

To aid participants in learning the names of group members.

Procedure:

Start with one member introducing him/herself (i.e. "My name is Mary"). Then have the person to the right or left introduce himself and also Mary (i.e. "My name is John, this is Mary") and so on (i.e. "My name is Peter, this is John and this is Mary").

It is recommended that the consultant be the last person to introduce him/herself.

Learning Experience:

Ask: Before you felt *how?*
Now you feel *how?*

- Shows the advantages of developing a relaxed, warm environment by the use of humor and the necessity for such an environment in a consulting session.
- Shows the willingness of the consultant to "risk" by being the last person to engage in game. This becomes important, for when one does not risk, one does not grow.

Tell Something

Purpose:

To aid participants in getting to know each other.

To have participants become aware of listening.

To have participants become aware of things they feel comfortable sharing.

Procedure:

Have participants form dyads (groups of two). Each participant tells three things about him or herself.

After the dyads have shared their three items, return to the circle. Then, in order, have each participant tell the group the three items their partner told him or her.

Learning Experience:

Ask: Before you felt *how?*
Now you feel *how?*

- In this exercise, notice that most things shared were the obvious (I like to ski, I am a senior at the high school). This is because we have a subconscious "defense mechanism" which acts as a shield to emotional pain. These "defense mechanisms" tell us it is too threatening to reveal things that later we may be sorry we said.

Suggestion:

Try this exercise later in the program and notice that as trust rises, there comes a breakdown in defenses.

This exercise exposes the participants to the most important aspect of consulting: listening. It becomes important to learn the skills of listening and this exercise can be effective in that attempt.

Left/Right

Purpose:

To help participants get to know each other.

To demonstrate how anxiety can minimize a person's functioning.

Procedures:

Have participants stand in a circle. Have them note the person on their left and the person on their right. A person in the middle of the circle

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points to one of the participants and says either "left" or "right." If he says "left," then the person he points to must answer by identifying the person on his left, and vice-versa for the right. The anxiety is developed by the middle person who is counting to five. If the person in the middle reaches five before the person "on" the circle identifies his neighbor, then the person in the middle changes places with the person "on" the circle. If the reverse happens ("on" person identifies his neighbor), the middle person continues until he finds someone who is unable to identify his neighbor.

Learning Experience:

- By this time in the program, participants have learned each other's name and surely they have learned the difference between left and right. Yet, they continue to make errors. Discussions then center on anxiety, and ways to relieve it, and how to develop a warm, trusting acceptance of a one-to-one client/consultant relationship.

The Changing Line

Purpose:

To demonstrate the dynamics of change. (*Can be used as an icebreaker.*)

Procedure:

Have participants separate into dyads. The members stand and face each other, observing their partner's appearance. Then, turning around with their backs to each other, each person makes three changes in their appearance. The partners then try to identify each other's changes. The exercise continues with four, five, six, etc. changes.

Learning Experience:

- Discussions center on two areas of change. First, as the exercise continues, the participants become more confident in changing—showing that if flexibility and adjusting are goals in a consulting session, the more we change (because we are becoming accustomed to change), the easier it becomes. Second, change can be successful with "small" differences or adjustments. One need not completely restructure his/her life to be a flexible person.

Blah!

Purpose:

To demonstrate the dynamics of aggressive behavior ("Tension Breaker").

Procedure:

Have participants form a circle. In front of each participant place a piece of tape. Each participant is assigned a number. One person gets in the middle of the circle. His purpose is to get "out of the middle" and "on the circle."

Middle person points to a person on the circle. He asks, "who do you want to be your neighbor?" The "it" person then says one of two things. He may respond by saying two numbers (but not his own). If he says two numbers, the two people next to him, the two numbers he calls and the middle person exchange positions. In other words, five people trying for four positions on the circle. If the "it" person says "Blah!", every participant must move at least three positions from where they are standing.

Learning Experience:

- This exercise has many far-reaching implications. The most obvious is the dynamics of aggressive behavior. The pushing and shoving (especially during the "Blah!" signal) produces much data. This not only leads to personal behavioral insight, but also an empathy for future clients who are angry, hostile and aggressive.

Elephant/Giraffe

Purpose:

To reduce tension in the group.

Procedure:

Form a circle with one person in the middle. The "in" person points to a person "on" the circle and says either "elephant" or "giraffe."

If the "in" person says "elephant," the "on" person puts two fists (one in front of the other) to the tip of his/her nose (elephant trunk). The people on the either side of the "on" person put a cupped hand on the side of the "on" person's head (forming ears).

If the "in" person says "giraffe" the "on" person puts both arms over his/her head (forming a neck). The people on either side of the "on"

person put a hand on the hip of the "on" person (forming giraffe spots).

After the "in" person gives the elephant/giraffe instructions he then counts to five. If five is reached before one of the "on" people completes their assignment, the "in" person and erred "on" person change places.

(Note: If more than one "on" person errs, it is at the discretion of the "in" person to decide who should come into the middle.)

Learning Experience:

- This exercise demonstrates how tension reduces performance and how important it is to relieve tension and anxiety in a consulting session.
- This exercise also demonstrates the dynamics of power and decision-making (i.e., how did it feel when you had the "power" to decide who should stay "on" the circle and who should go "in" the circle? Or how did it feel to be put in a position of making a decision, knowing that neither "on" person wanted to be in the circle?)
- Finally, how did the "on" people feel when they were unjustly treated? (i.e., when another person made a similar, or even worse mistake, yet they were not told to go into the center?)

Choose A Triad

Purpose:

To clarify a participant's awareness of his/her socio-emotional interactions with others.

Procedure:

Ask participants to form triads (groups of three).

Learning Experience:

- It is critical in this exercise that the facilitator states only one instruction; for the participants to form triads.
- After the triads have been formed, discussion centers on the dynamics that were involved in forming them.
- The facilitator presents three categories to the participants and asks them to apply these titles to themselves: picker, pickee, neutral.

Picker—one who chooses his/her triad by

a verbal request/command, i.e. "Hey, John you be with us."

Pickee—one who seeks out others, but makes no verbal commitment, i.e., moving towards another person, waving, smiling, etc.

Neutral—one who makes no commitment (verbal or non-verbal) concerning his/her triad formation, i.e. makes no attempt to attract attention, yet wishes that someone would ask him/her to join a group).

Discussion Questions:

This, of course, produces endless data. Do the participants put a value on the three terms? Are the participants comfortable with their actions? Are there times when the participants function in other roles? When? Why? Why not? If uncomfortable with the role, are you going to do anything about it? Why? Why not?

Eliminate A Member

Purpose:

To explore the dynamics of rejection.

Procedure:

After triads have been formed (this can be done with any number more than two), eliminate one member.

Note: This produces much personal data. It has the potential to be very explosive and should only be done by an experienced, confident facilitator.

Learning Experience:

All the dynamics of rejection can be explored by the facilitator.

Discussion Questions:

How did it feel to be the one eliminated? How did it feel not to be eliminated? How was the decision to eliminate reached? Was it fair? Does fairness matter? Is that the way you make all personal decisions? What are you going to do about it?

Value Sheets

Purpose:

To have participants choose values to which they aspire.

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Procedure:

Give each participant a card on which to list six words descriptive of him/herself, i.e., sincere, happy, fun, lazy, immature, intelligent. Then on a large, individual poster paper sheet, list the name of the person and his/her six terms.

Finally, give the participants a chance to trade their terms, i.e. I will trade Peter "my sincere" for "his happy," etc.

Learning Experience:

The objective is to have the participants weigh their values. This is critical to the development of good consultants—if values are clearly defined and understood, a consultant is better able to offer assistance to his clients.

Discussion Questions:

What values did you have difficulty trading? Did you know that you felt that strongly about the value? What are you going to do about it?

Communication Skills Activities

The following information could be presented in a combined discussion, lecture, role-playing and practice format. Imparting this information will probably take more than one session. Four reinforcement and practice sessions follow.

Communication is the process of sharing knowledge, interests, attitudes, opinions, feelings and ideas with others. The communication process includes both verbal and non-verbal messages. Successful communication depends on the mutual understanding of the sender and receiver.

Some working principles of communication:

1. Communication is a two-way process. More than one person is involved in any act of communication.
2. Communication requires a response. The sender communicates for a purpose and he or she knows the reaction he or she wants from the listener.
3. The content of the communication should be specifically designed to accomplish the purpose of the sender.
4. Gestures, facial expression, eye contact, clothing, body posture and non-verbal actions are means of communication which

enhance or replace verbal messages.

5. The speaker needs to be aware that his or her mood, attitudes, values, character and personality influence communication. The knowledge, skills, and perception of the listener should also be kept in mind.
6. The receiver's response tells how well a message has been communicated. If there is no response, there is no communication. If a receiver responds in an unexpected fashion, there has probably been a breakdown in communication.

Listening

Communicating with another person is a two-way process. Speaking and listening are both indispensable parts of communication. There can be no effective speaking without someone to listen.

Listening plays a vital role in both our personal and professional lives. Much of what we learn comes to us through listening. As adults we use listening more than any other communication skill. What kind of listeners are we? Most of us have room for improvement. Many of the common communication breakdowns can be avoided with better listening.

The following research results may have particular significance to you in your professional duties. You may want to think about how each of these findings might affect what you do.

1. People tend to stop listening when the materials are uninteresting. Most of us pay attention to material to which we like listening.
2. People tend to be influenced more by the dramatic elements of a message than by the logical elements.
3. Most people have short listening spans.
4. Most listeners have difficulty identifying the essential parts of a message.
5. Listeners are often influenced more by a speaker's voice than by what he is actually saying.
6. People tend to believe a speaker who they think of as being credible and disbelieve a speaker who they think of as not being credible, regardless of the truth of the message.

Kinds of Listening

Paraphrasing is repeating the message of the sender, no feeling involved; listening for content.

Active listening is listening for the feelings of the sender as well as content. For example: "You seem to feel *disappointed* by the fact that John didn't invite you to the game."

Facilitating conditions. These methods are very important if consulting is to be successful.

- A. **Empathy.** Feel and understand what the other person is feeling, that is, "walk a mile in his shoes." Do not sympathize or pity; offer an accepting "third" ear.
- B. **Respect.** Respect the person for himself and not what you feel he should be. Listen and avoid any kind of put-down.
- C. **Honesty.** Be honest with the person and with yourself. If you do not like what the person is doing, be aware of your dislike. Be genuine about your feelings, but still be accepting of the person, i.e., "I don't like what *you are doing*, but I am concerned about *you*."
- D. **Specific issues.** Center and focus on what the person's problem is. Do not reverse the consultant/client role, or take the focus off of the person by saying, "Oh, it happened to me once, too." Concentrate on the person you are talking to—not the girl or boyfriend or parent—but the person and how these people make that person feel.
- E. **Upright posture shows interest.** If you slouch in your chair, it might be a non-verbal message to denote lack of concern for the person who has come to you for help. Eye contact is also important. Posture and eye contact tells the person "I hear what you are saying and I care about you."

Feedback Debate

Purpose:

To develop listening skills.

Procedure:

Have the participants form dyads. Have them face each other. The facilitator then gives each dyad a statement (i.e., Drinking alcohol is OK as long as you do not get drunk) that is to be debated. It is sometimes very effective to choose a

topic about which participants have strong opposing views.

What makes this debate different is that before a participant can speak, he/she must first repeat what his dyad member has said.

(There is a variation of this activity with groups of four: Two debaters and two observers who later give feedback on the listening effectiveness of the debaters.)

Learning Experience:

This is an excellent listening skill exercise. It not only shows the obvious difficulty of listening, but also the hidden problem with which all consultants must learn to deal: objectivity.

Discussion Questions:

What happens when a consultant's philosophical, ethnic or practical beliefs conflict with those of his client? Is the consultant's effectiveness lessened? Should the consultant continue in this relationship or should he refer the client to someone else? What is the most difficult skill to master in listening? When was it easy to listen? When was it difficult to listen? Does sex matter? Age? Topic?

Alter Ego

Purpose:

To develop the skill of "listening to feelings."

Procedure:

Have the participants form groups of four (or have one group of four and the remaining members be observers). Two members will role-play a situation, i.e., 17-year-old daughter explaining to her father why she went to a "beer party." The other two members will be alter-egos saying what they feel the role players are not saying, i.e.:

Daughter: "Oh, Daddy don't be so old-fashioned, everybody drinks beer."

Alter-Ego: "Look, Daddy, I'm not the most popular girl in my class as it is, and if I start going against my friends, I'll never get a date."

Learning Experience:

The purpose here is to learn to hear the words and listen to the feelings behind those words. This is a critical skill to develop, for it is feelings, not words that are at the center of all consulting sessions.

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Discussion Questions:

Were some feelings easier to "read" than others? What were they? When "listening to feelings," what do you hear? What do you see? How do you "hear or see" a feeling?

Send A Diagram

Purpose:

To develop the skill of verbal communication.

Procedure:

Ask for a volunteer. Have the volunteer turn his back to the group. Give volunteer a diagram (illustration "A"). Volunteer describes diagram to group. Group is to draw diagram from the volunteer's instructions. There is to be no verbal communication from group to volunteer. (Variations: 1. Have volunteer face group. Do not allow verbal communication, but note all the non-verbal com-

munication. 2. Have volunteer face group and allow verbal communication both ways.

Learning Experience:

A consultant needs two communication skills. The first skill is the ability to listen, the second, the ability to express thoughts, feelings, etc. to the client. This exercise raises questions concerning the participant's ability to communicate with others.

Discussion Questions:

Was it more or less difficult communicating with feedback or without feedback?

How helpful was non-verbal communication?

Were there specific ideas/concepts that were difficult to communicate?

Did you become frustrated?

How did you handle the frustration?

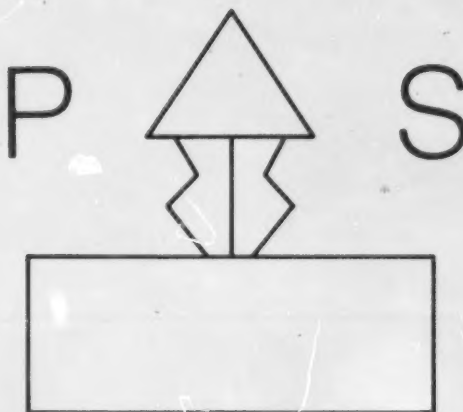


ILLUSTRATION "A"

Note Passing

Purpose:

To demonstrate the dynamics of "to-the-point" communication.

Procedure:

Have participants form dyads. They are to role play a situation. They communicate by passing notes. They will be allowed to use a total of 100 words, i.e. daughter asking parent for an increase in allowance.

Learning Experience:

This exercise points out communication verbiage.

Discussion Questions:

Was it more or less difficult limiting number of words?

What made it difficult? What made it easy?

Were you able to make your point even with the word reduction? Why? Why not?

What was the most difficult concept/idea to communicate? The easiest?

If "less" is better, why do we talk so much?

Role Playing

Purpose:

To develop interactive skills.

Procedure:

Have participants form triads. Have the participants assume the roles of consultant, client and observer. Assign the client a "problem." The consultant's role is to counsel the client. The observer gives feedback to the consultant at the end of role play. (Roles then rotate.)

Learning Experience:

All participants return to the group and discuss problems, techniques, anxieties, strengths, weaknesses.

Peer Consultant Training Weekend

Those selected for participation in the training weekend have demonstrated leadership ability and a commitment to provide peer consultant service. The purpose of this training weekend is to provide these peer consultants with the skills they need to meet the challenge given them.

Experience with peer consulting programs indicates that the most effective helpers are those who, confident of their own worth and ability, can consistently apply a consulting method to help individuals resolve their own problems, and who have periodic support and encouragement from a small group of colleagues.

If you do not have the resources for a weekend workshop, the information and skills described here can be imparted during weekly sessions. Be your own judge as to the number of sessions you will need to incorporate the information, based upon the length of sessions and the ability of the peer group to learn the skills.

Friday Evening

I. A. *Why we are here.* Familiarize group with objectives of workshop. As a result of this workshop, participants will:

- have been instructed in communication skills and a model for helping,
- know each other better through sharing personal strengths and experiences, and
- have formed an ongoing support team.

B. *Warm-Up.* Lead group through an energizer (see "Games" in *Prevention Through Values Clarification*.)

II. *Values clarification activity* — "Feelings Star" would be a good choice at this point in the training. See page 38.)

III. *Role Playing Problem Situations* — (See "Role Playing" in *Prevention Through Values Clarification*). Problems raised by participants in role playing situations should be identified and dealt with as they would be in a real peer consulting situation.

Types of problems:

- a. **ANXIETY:** Fear is the key to anxiety, so it is necessary to eliminate fear through calming exercises such as deep breathing, energizers or physical activities.

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- b. **DEPRESSION:** Anger and/or depression is the result of bottled up feelings. It is necessary to express feelings by talking about them, or engaging in some activity which is calming and enjoyable.

Emphasis:

Reality of the problem—person's reality is to be worked with and not dismissed, i.e. if someone is afraid of spiders, do not dismiss the fear. You must deal with the reality of the fear.

1. Try to avoid "why?" questions: Active listening technique would help: "You seem to be afraid of spiders." This would open the door to further discussion without putting him on the spot as a "why?" question would.
 2. Do not interject your feelings or values of reality when a person is expressing his feelings of reality.
 3. Solution. The solution is discussed only after the problem has been identified and feelings dealt with. It is not the purpose of the peer consultant to tell the person what to do. The peer consultant is to help sort through suggestions and be supportive. The person must make his own choice according to his own values, not the values of the peer consultant.
- IV. *Lecture: Importance of Communication.* Facilitator introduces the following information. (Key points of the lecture could be dis-

played on newsprint so that the group could "see" as well as "hear" the important concept.)

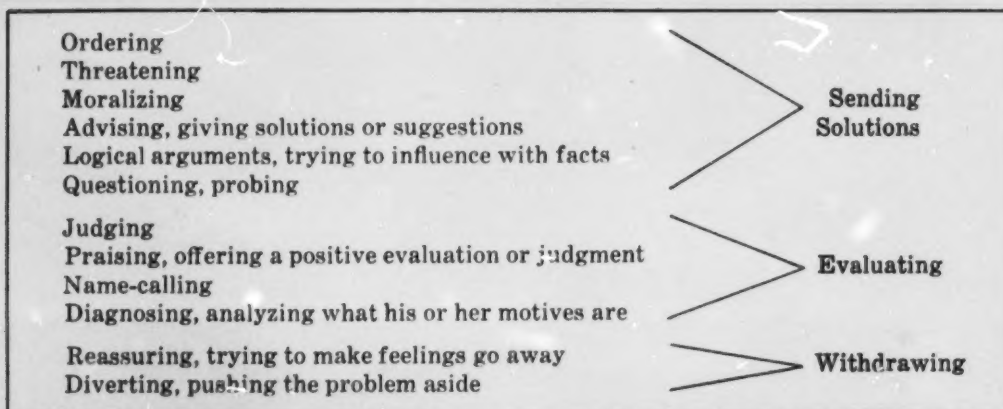
I see communication as a huge umbrella which covers and affects all that goes on between human beings. Once a human being has arrived on this earth, communication is the largest single factor determining what kinds of relationships he makes with others and what happens to him—how he manages his survival, how he develops intimacy, how productive he is, how he makes sense, all are largely dependent on his communication skills.

Communication is the lifeblood of every relationship. *When open, clear sensitive communication takes place, the relationship grows.* When communication is guarded, hostile or ineffective, the relationship falters.

We all need to be able to form and maintain close relationships with other people. To be successful in doing this, good communication skills are needed. Most of us work out a style of communication with people on our own. I'm here to introduce you to a special family of skills for communication that have been found to be especially effective. I am not telling you that these skills are the only effective ways to communicate. I am only going to demonstrate skills that work for many people and then give you a chance to try them out to see if they are good for you.

Saturday (full day)

- I. *Presentation: Communication Roadblocks*
—Display the following chart:



Roadblocks:

- impede free flow of communication
- lower other's self-esteem
- trigger defensiveness
- diminish others' sense of responsibility
- contain hidden messages
- block the other person from solving his own problem.

Be aware, at one time or another, these examples can be considered roadblocks. This does not infer that all of them are roadblocks at all times. For example: Praising, depending on the other person, his or her feelings toward you and the situation can be a positive communication.

Activity:

- a. Ask participants to give examples of verbal sentences denoting each of the roadblocks.

- b. Have participants divide into small groups in order to discuss the roadblocks citing situations and examples where, when and why they might have used them.

II. *Presentation: Alternatives to Roadblocks.* There are four sets of specific skills to learn.

- A. Listening so others feel you understand them (active listening and paraphrasing)
- B. Verbalizing one's own pressing needs (confrontation—"I message")
- C. Resolving a conflict with someone else through decision-making and "I messages" (conflict resolution)
- D. Reinforcing someone else's positive behavior through a positive "I message" (no pressing needs)

Chart for discussion:

One uses the four skills in various situations in life.

*Our Window
Through
Which
We View
The
Universe*

other's needs are pressing
no pressing needs
I have pressing needs or problems
we both have pressing needs

Active listening and/or
paraphrasing

No conscious use of skills
(good time for learning, play,
working) and positive "I
messages"

Confrontation ("I message")

Conflict Resolution ("I
message" and/or decision-making
model)

III. *Demonstration and role playing*—of bad and good skills listed.

IV. *Lunch break.* Use an energizer when the group returns.

V. *Presentation: Active Listening*
Active listening is:

- a. really hearing words and body language
- b. listening for feelings as well as content

Tone of voice, posture, gestures are all important so that the other person knows he's understood. Example: You seem to feel (feeling word) about (restate situation), i.e. you seem to feel neglected or unloved about your parents' constant attention to your brother.

When to use active listening

- Other demonstrates through "body language" that he has a problem, concern, or a "high" to share.
- Other's message is unclear to you.
- Other expects you to take some action.
- You have time and energy to really listen.
- You want to be of help to the other as he explores his experience.
- You respect and accept the other.
- You believe he is capable of solving his own problems.

Do not consciously attempt to use listening skills for the sake of the other except when he/she is experiencing a fairly strong emotion.

Why it works

1. The other person has most of the data.
2. The other person has to implement the solution.
3. The other person takes all the risks.
4. The other's self-confidence and sense of responsibility are improved when

he makes and implements his own solutions.

5. The other person grows less dependent on the listener/helper when he shapes his own life.

The seven listening skills

1. Attending behaviors (welcoming the client; showing him or her that you are glad he or she is here)
2. Door openers, i.e. "You seem to be kind of down today..."
3. Silent responses (eyes, head nods, etc.)
4. "I hear you" expressions (yes, um-hum, etc.)
5. Paraphrasing
6. Reflecting feelings
7. Summarization

VI. *Presentation: Paraphrasing* (listening for content, not feelings) should:

1. Be concrete and relevant.
2. Reflect the sender's resources.
3. Be non-defensive and non-evaluative.
4. Show appropriate language and tone of voice.
5. Avoid advice and evaluation.

Activity:

Having the group practice active listening and paraphrasing in groups of three. Have each group member play a "sender," "receiver" and "observer." The "sender" sends a message about something that might have happened to him in the last two weeks. The "receiver" should give the content of the message when practicing paraphrasing and state feelings and restate situation, when practicing active listening. The observer gives any part of the message which the receiver missed, whether it be content or feelings. Everyone should have the opportunity to role play a "sender," "receiver" and "observer." Practice paraphrasing first, then active listening.

VII. *Presentation: Conflict Resolution Model.*
Three elements of conflict resolution are:

1. Let the other person know you have heard him.

2. Let the other person know you respect him as a person.
3. Let the other person know your view.

Three elements are contained in a three-part "I message."

- a. Tell how it makes you feel
- b. Describe troublesome behavior
- c. Describe effect(s) on you

Examples: (Note *underlined* key words)

1. *I feel angry when you borrow my books without asking because I can't find them when I need them.*
 - a. Feeling—"I feel angry"
 - b. Troublesome behavior—"when you borrow my book without asking"
 - c. Effect(s) on me—"because I can't find them when I need them."
2. *I feel angry when you do not call before coming home late, because I worry and can't sleep.*
 - a. Feeling—"I feel angry"
 - b. Troublesome behavior—"when you do not call before coming home late"
 - c. Effect(s) on me—"because I worry and can't sleep"

Activity:

Provide group practice session. Have everyone write an "I message" based upon pressing needs due to someone else's behavior. An "I message" is a positive confrontation with the person creating the problems or need for you. Ask for examples of "I messages" which everyone wrote. Write some of them on a chart or board for everyone to see. Ask the group if the "I messages" have the three essential parts. Repeat process until the group has mastered the "I message" skill.

VIII. Presentation: Decision Making

The six steps that one goes through in the decision making process are:

1. Define problem (pressing need)
2. Decide on alternative solutions
3. Think through consequences of each alternative
4. Decide what would be the best alternative based upon consequences of each.
5. State the solution you or the two of you (depending on the situation) have chosen.
6. Act on the solution.

A problem is not solved until one has acted on the solution. For example: a person may decide to move after going through the alternatives or consequences, but the decision does not mean much until he actually moves.

Activities:

- a. Have the group volunteer a problem and go through each of the decision making steps involving the participants.
- b. Divide the group in teams of three and have them go through the decision making process with a problem someone volunteers.
- c. Have each person write down a pressing need or problem, the alternatives, and consequences of each. In other words, have the group members go through the decision making process individually.

Sunday (half day)

- I. Presentation: No Pressing Need or No Problem Situation

Teach positive "I message." Contains the same three parts as the conflict resolution's "I message."

- a. Tell how it makes you feel
- b. Describe positive behavior
- c. Describe effect(s) on you

Example: *I feel happy when I get a birthday card from you because I know someone cares.*

- a. Feeling—"I feel happy"
- b. Positive behavior—"when I get a birthday card from you"

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- c. Effect(s) on me—"because I know someone cares"

Have the group practice the positive "I message" skill. It is good to give positive "I messages" about good behavior. *Too often we neglect to do this.*

Activity:

- a. Have each participant write a positive "I message." Ask for volunteers to verbalize what they wrote. Write the "I messages" on a board or chart for everyone to see if each one contains the essential three parts. Repeat until you feel the group has learned the skill.

II. Lecture: Reason for Consulting Skills: Discuss Psychic Pain Theory

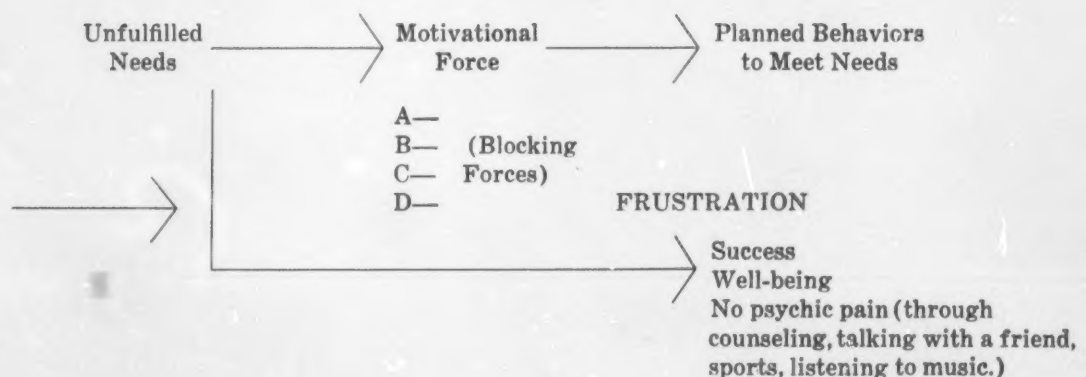
Alcohol abuse can be a response to frustration caused by unfulfilled needs. The "Psychic Pain Theory" attempts to explain why people abuse alcohol. Human beings often have unfulfilled needs. For example, a 16-year-old male might feel he needs to go to a weekend party with his friends. Motivational force builds up in order to achieve these needs. In the case of the teenagers, this motivational force would take the form of rising excitement throughout the week as he anticipates the coming party.

Spurred by motivational forces, a person plans

various steps to take or behaviors that will meet his needs. Again, in the case of the teenager, he might plan to get a car, save money for refreshments and complete his school responsibility so he can enjoy himself. Very often, however, people or things prevent an individual from getting what he wants. Continuing with the example, the teenager's parents might decide the day before the party that he should not go. His girlfriend also might disapprove of him "getting together with the guys for a blast," and threaten not to speak to him again if he should go. Such forces, called "blocking forces," can be a parent, teacher, friend, test, scheduled activity.

Frustration develops as a result of blocking forces and causes psychic pain. In order to relieve this psychic pain, achieve success or well being, the individual could: seek counseling, talk with a friend, engage in sports, practice coping and decision making skills. Very often young people turn to negative alternatives like alcohol, drugs or violence. The teenager in the example could go to the party against the wishes of his parents and girlfriend. Or he could obey them and find something else to do. There are a number of alternatives he could try in order to reduce the pain or anxiety he might be feeling. Values clarification and peer consulting reduce psychic pain by helping people to recognize alternative behaviors to meet their needs. The following diagram will prove helpful in discussing the "Psychic Pain Theory."

PSYCHIC PAIN THEORY



III. *Practice: Active Listening and Paraphrasing.* Have the participants pair up with someone new. One person should present a problem (preferably a real one) and the other person is to actively listen (just reflect content and feelings of the other). Reverse roles.

IV. *Presentation: Confrontation.* Demonstrate the use of a three-part "I message," appropriate when:

1. There is a high probability that the other will alter the troublesome behavior.
2. There is little likelihood of diminishing the other person's self-esteem.
3. There is little risk of hurting the relationship.

Activity:

Each participant should think up a specific situation in which he/she would like to confront someone else. Write out a confrontation message. Find a partner who will pretend to be the target person for your confrontation.

When you confront someone with an "I message," be sure to switch to active listening, and paraphrasing whenever appropriate. The "I message" does not accuse or condemn the other person of anything, it merely states the facts and the effects of someone else's behavior on *me*.

Values clarification activities and energizers can also be incorporated into the weekend workshop.

AFTER WORKSHOP

Skill Practice

On completion of the training weekend, it is necessary for the trainee to become proficient with the newly acquired consulting skills. The most successful method of skill practice was accomplished by "tripod role play," involving three trainees. One would receive a problem, another would send the problem, the third would observe. The process can be repeated during weekly sessions until everyone has a turn at sending, receiving and observing. During this period the project coordi-

nator or outside community resource person could observe the process and make corrections and observations when necessary.

Referral Skills

Once a peer consultant has recognized a problem as beyond his capabilities, he must rely on his ability to make a successful referral to one of the agencies or helping persons of which he/she became knowledgeable. Referral making was made proficient at the East Aurora Boys' Club during "tripod role playing." Some of the referral sources for alcohol abuse services which East Aurora used are:

Al-Anon Family Groups, Inc.
Alcoholics Anonymous
Area Council on Alcoholism, Inc.
Community Mental Health Center
Community Psychiatric Center
Inner City Drop-In Center
U.S. Veterans Administration Hospital
The Salvation Army (Service Center)

Some United Ways have booklets listing not only names of agencies, but also a short description, philosophy, address, telephone number and personnel to contact regarding a referral.

Outcomes of the Peer Consulting Model at Local Pilot Sites

The Pittsfield Boys' Club in Massachusetts demonstrated to the participants that peer consulting is not just "sitting down and talking," but rather a thought-out plan of action to help friends and associates deal with problems that are a part of the maturing process.

Michael Vecchia, project coordinator, stated that: "Although alcohol was the main area of concern, other problems such as depression, hostility, anxiety, sex, aggression, were all discussed. This substantiates that alcohol abuse is a symptom, not a cause. Devoting energies toward the drinking without addressing the real problem could, at best, redirect the overt action, and not solve the problem.

"The personality traits that steered 12 male and female teenagers towards a peer consulting situa-

6b. Prevention through Peer Consulting

tion were the same ones that, at times, impeded their one hundred percent attention to the program," reported Mike.

"The youngsters with which we dealt were highly motivated toward personal development which translates to time-consuming activities. Involvement was a problem with which we had to struggle and deal. The participants were motivated, but their free time was limited."

Tim Buchanan, project coordinator of the Boys' Club of East Aurora, was extremely pleased with the 12 trainees chosen the first year as well as the 14 male and female participants chosen the second year. The training period lasted approximately four months and included a "live-in" training weekend, as well as weekly one-and-a-half to two hour training sessions held at the Boys' Club. Each trainee also made at least one project pro-

motion speaking trip to local service clubs, agencies or schools. Monthly, the peer consultants also developed, coordinated and led a full-day alcohol awareness workshop for young people from the local high and junior high schools. A detailed description of the workshop is included in the peer leadership model.

Tim experienced a heavy demand on his time during the first year of the program as a result of using two different models (consulting and leadership) which complemented each other. Because of the heavy demand on his time, Tim hired a part-time staff person from a local agency who trained the peer consultants and facilitated the weekly sessions during the second year. He also had the trained peer consultants from the first year assist and support the new trainees the following year.

6C. Prevention through Peer Leadership



6c.

Prevention through Peer Leadership

Goal

To develop a core group of young people who will be able to educate their peers by providing alcohol information and/or promoting group discussion.

Objectives

As a result of participating in the peer leadership prevention program, young people will have:

1. become actively involved in planning and implementing a prevention program.
2. demonstrated leadership ability with their peers.
3. grown towards realizing their potential as persons and formed a cohesive support group among themselves.
4. learned skills in communication, values clarification, decision making, group dynamics and program planning.

What is peer leadership?

"What would you think if I sang out of tune,
Would you stand up and walk out on me?
Lend me your ears and I'll sing you a song
And I'll try not to sing out of key.
I get by with a little help from my friends,
I get high with a little help from my friends
Going to try with a little help from my friends."

A Little Help from My Friends, a song by the Beatles, aptly describes our basic need for acceptance, assistance and approval from our peers. Peers have a tremendous influence on our behavior.

Peer leadership is a process in which young people are recognized and utilized as the most effective agents in helping and educating other young people. For this reason, teams of young people are trained as peer leaders to act as educators or small group facilitators who promote discussion.

Why use peer leadership as a prevention program?

Adolescence is the transitional stage between childhood and adulthood, and the time for testing out alternative modes of behavior. Much of adolescent behavior is shaped by influences from peer groups. Often peer influences are negative. One

way to foster positive and productive peer influence is through peer leadership training.

In recent re-evaluations of traditional methods of education, two things have become apparent. One is that for young people to learn best, they must be surrounded by a comfortable climate of situation in which to work. Human relation programs in Boys' Clubs are being developed to help people better understand themselves and their attitudes toward others, thus creating a climate conducive to optimum learning. Second, young people need to feel they are active agents of their own growth. This model actively involves young people not only in their own education, but in the education of others.

The benefits of peer leadership training are not just limited to those trained as peer leaders. Once their initial training is completed, these young people use their skills to help and educate others outside the peer leadership group. Peer leaders also provide young people with small discussion group experiences in which to ventilate feelings and discover possible solutions to problems.

With their background in reaching other human beings and knowledge of the effects of alcohol, peer leaders from Project TEAM's pilot programs disseminate information in local schools, other youth agencies and their Boys' Clubs in order to help their peers and others in their communities become aware of the cultural, physical and psychological effects of alcohol.

The idea of young people giving information or skills to one another is not a new concept in Boys' Clubs. Youth-tutoring-youth has been a continuous program—recently Keystone and Torch Clubs and Help-A-Kid have encouraged members to be leaders in many Boys' Club program areas. The difference with the new peer leadership concept is that training is structured to meet very specific goals and objectives: alcohol abuse prevention.

How to use peer leadership as a prevention program

Participants need not be leaders when they come into the program. The peer leadership concept can be used in a variety of settings at local pilot sites. Niagara Falls peer leaders were basically from a low middle-income, blue-collar background. Richmond Boys' Club focused on a group

from low income, minority backgrounds—proving that peer leadership training is relevant to several socio-economic groups. Peer leadership works best with youth who have a desire to work with their peers and who have the capacity to develop and enhance the all important attributes of caring for and treating others with dignity and respect.

While the focus of peer leadership is mainly upon the youth themselves, adult staff members do serve as trainers of the group, helping them develop the skills and information they need to be effective peer leaders. Staff members should be available for assistance whenever the peer leaders need it.

Although the role of adult staff seems easy, it is not. In our society, adults tend to assume complete responsibility whenever young people are involved, making it difficult for young people to develop self-reliance. For example, a mother may make her child's bed for him rather than put herself under the possible pressure associated with teaching the child how to make his own bed.

It is essential that adults allow the peers to lead themselves once the training is completed. They may make mistakes, but will learn from them. Once a youth is certain that he is really being given the chance to assume responsibility, trust develops and he will buy the adult as a consultant whenever he feels he needs one.

Before beginning training, program objectives should be developed with the peer leaders.

It is very important that the peer leaders observe or become familiar with different group facilitators so that a stereotype facilitator personality will not be formed in their minds. Training sessions should include an opportunity for the peer leaders to practice the skills they have learned by leading the training group through an activity. This will give the peer leaders the opportunity to see how different people lead a group. Role playing might pinpoint a domineering, submissive, unorderly or ideal group leader.

As a group, decide what roles peer leaders will take after completing their training program, i.e., individual or teams of peer leaders could disseminate information and use their newly acquired skills in different peer and adult settings, such as the Boys' Club, local schools, other youth serving agencies or community groups. Peer leaders could

6c. Prevention through Peer Leadership

facilitate small group rap sessions in the Boys' Club utilizing their training room as a place where young people could meet to discuss feelings through values clarification and self-awareness activities.

The key to encouraging other youths visit the rap room is promoting it as an information resource where everyone is welcome. Avoid giving Club members the impression that it is only a place for young people who have problems or need help as a result of alcohol abuse.

Ultimately, the peer leaders try to provide experiences where young people learn to make responsible decisions regarding alcohol. Not all members of your peer group may be suited to being a peer leader once training is completed. You can lessen the chance of this by selecting participants who show the most potential as peer leaders.

Several pilot site coordinators used peer leadership as their primary or ancillary approach to a prevention program. Marie Watkins, project coordinator at the Niagara Falls Boys' Club, along with a local drug abuse prevention coordinator, incorporated the concept by training several of their members to conduct awareness sessions in school classes. Tim Buchanan from East Aurora Boys' Club included the idea by having his peer counselors plan, coordinate and lead alcohol awareness workshops. Sixty young people from a high school and middle school attended a monthly, day-long workshop at the Boys' Club. The gym and other rooms were available for use since the Club was not open to general membership during school hours. Workshop participants divided into small groups and attended different sessions led by peer leaders.

Peer leadership groups at Niagara Falls and East Aurora invited parents and other interested community members to a two-hour evening alcohol awareness session at the Boys' Club. Any room, including the peer group meeting place, gym or auditorium, can be utilized for this type of session.

Tom Morrell and Joe Kepics at the Boys' Clubs of Central Florida and David Duer from Richmond Boys' Club in California, used peer leadership as their primary prevention approach. Tom and local community "experts" trained 12 teenagers in skills needed to develop, coordinate and

lead other community young people in a two-day workshop.

Dave's training of his coed group of 12 teenagers during weekly sessions included visits to local youth agencies to promote the program among adults working with young people. This motivated adults to involve other young people in prevention activities. The group distributed alcohol information materials and resource listings to promote alcohol abuse prevention.

In training peer leaders, your task is to listen to and watch the group members interact. Here are some of the questions you will want to keep in mind as you observe and evaluate the peer group training.

Observation Guide

PARTICIPATION: Did all participate? Were some excluded? Was an effort made to draw people out? Did a few dominate? Did anyone withdraw?

LEADERSHIP: Did a leader emerge or was leadership shared? Was the group ever void of leadership?

ROLES: Who initiated ideas? Did anyone block? Who helped push for decisions? Who helped keep good working relations within the group?

DECISION-MAKING: Did everyone agree to decisions made? Who helped influence decisions of others? Were attempts made to summarize and pull together various ideas? What issues did the group seem to resolve? Not resolve?

COMMUNICATION: Did people feel free to talk? Was there any interrupting or cutting people off? Did people listen to others? Was there clarification of points made?

SENSITIVITY: Were members sensitive to the concerns of each other? What feelings were being expressed either verbally or non-verbally?

OPENNESS: Were people frank and open with each other? Did they share with the group their true feelings and concerns? Were differences confronted openly and honestly?

Note: The peer leaders can use the same observation guide during their community or Boys' Club workshops and sessions.

From our experience there are certain do's and don'ts for a group leader.

Don't:

- waste time
- be domineering
- laugh inappropriately
- lecture
- run the whole thing
- drag the session out
- be disorderly
- be under the influence of any intoxicants

Do:

- be yourself
- be understanding
- respect every opinion
- be a mediator
- be interesting
- be serious
- get into depth
- be open and honest

The number of training sessions should depend on your resources, time and personnel available. It has been our experience that the training period should take at least 15 weekly sessions, and may include a live-in weekend workshop.

The sessions should be divided into four parts: (1) self-awareness and values clarification relating to alcohol; (2) leadership skills and techniques; (3) practicing the skills through role playing and demonstration sessions; (4) program planning and design for peer leadership application. Weekly sessions with the peer leaders should not terminate once the peer leaders apply what they have learned in some form of program in the Club or community. They should continue to meet as a support group in order to reinforce skills and discuss experiences in the field.

Although some of the training components are the same, do not think that the overall outcome of peer leadership training is the same as peer consultant training. The peer consultant provides assistance on an INDIVIDUAL basis, in disseminating information or acting as a helping agent. In contrast, the peer leader works with GROUPS in disseminating information or in leading small group discussions.

The following activities and outline represent the training sessions and peer leadership workshops held at East Aurora Boys' Club, New York; Boys' Clubs of Central Florida and Eastside Boys' Club in Erie, Pennsylvania.

The guidelines used in leading values clarification activities are applicable to the peer leadership model. Refer to *Prevention Through Values Clarification* for this information.

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Activities

The Boys' Clubs of Central Florida is a three-unit operation. The Southwest unit consists of predominantly black, low income members. The Pine Hills unit is 60 percent white and 40 percent black, ranging from low-income to high middle-income and the Eastside Boys' Club unit is predominantly white, ranging from low to middle-income. Fourteen peer group participants were selected ranging in age from 14 to 18 years.

During the initial stages of the program, the group decided to develop, coordinate and implement a two-day workshop for local community youth. Their schedule of training sessions and the two-day workshop outline follows. Refer to *Prevention through Values Clarification* for details on activities listed.

Session I—Introduction

- a. Introductory energizer activity—Each person says his name with an adjective in front of the name to describe how he feels at that moment. (For example: Happy Fred). Following this, he or she repeats all the names and the appropriate adjectives which came before him. This process continues until everyone in the group has participated. The last person has the difficult task of repeating everyone's name and adjective following his introduction.
- b. Values clarification activity—"Feelings Star" (See p. 38.)
- c. Develop goals, objectives, guidelines of program as a group. Include day and time of meetings.
- d. Summarize what happened at session, emphasizing objectives for the program.

Session II—Reasons Why

- a. Energizer activity—*I Like Everybody Here, Especially People . . .* (See p. 58.)
- b. Group rap session—Break into two groups, each selecting a recorder. The groups brainstorm reasons why young people use and do not use alcohol.
- c. Group returns and records list of reasons on chalkboard or newsprint. Facilitator asks the entire group to discuss any of the rea-

sons listed. Each group is allowed to ask the other group questions about individual lists.

- d. Values clarification activity—*Twenty Things I Love To Do* (See p. 41.)

Session III—Alcohol, Drugs and Alternatives

- a. Energizer activity—*The Milling Assassin* (See p. 57.)
- b. Show film *Alcohol, Drugs and Alternatives*¹ (length 25 minutes). Prior to the film, ask group to review the reasons young people abuse alcohol which were discussed during the previous session. This will help the participants learn from the film. The movie is not a hardsell alcohol abuse film, but rather a suggestion that there are alternatives available other than alcohol. The movie suggests that if we begin to feel good about ourselves, we begin to discover and put emphasis on the positive and not the negative things about ourselves. Alternatives to alcohol should then be easier to find and accept. Key questions following the film are: How did you feel about the film? What are the "reasons why" you heard in the film? How do radio, television and newspaper advertisements tend to influence one's life style? What triggers positive and negative self-images? What are some alternatives to dependence upon drugs and alcohol?

During the discussion, be sure to stress positive thinking and put emphasis on the good things which are in all of us.

- c. Values clarification activity—What Do You Think? (See p. 42.)

Session IV—Paraphrasing and Active Listening

(Refer to *Prevention through Peer Consulting*, for details—pp. 76, 77.)

- a. Facilitator explains what paraphrasing is and conducts a demonstration with one of the participants. The facilitator at this point should be the receiver of the message.

¹The film, *Alcohol, Drugs and Alternatives* can be borrowed from Boys' Clubs of America or bought or rented from Sandler Institutional Films, Inc., 1001 N. Poinsettia Place, Hollywood, CA 90046 (213) 876 2021.

- b. Participants divide into groups of three, giving each person a chance to role play a sender, receiver and observer.
- c. Facilitator explains what active listening is and leads a demonstration with a group participant. Again, the facilitator should be the receiver of the message.
- d. Participants divide into groups of three, giving each person a chance to role play a sender, receiver and observer.

Continue reinforcing paraphrasing and active listening until the peer group members feel they know how to use these communication skills. This could take two sessions.

- e. Discuss the value of each of these communication skills and how they can be used in our role as peer leaders during the two-day workshop.

Session V—Alcohol Information

Have the group discuss the alcohol information which is detailed in *Everything You Wanted To Know About Alcohol* (See p. 155.). Another alternative might be to have a recognized authority come in to talk about alcohol, followed by facilitator giving the participants an alcohol-related test. The answers should be discussed with the entire group. You could present the cognitive information in a game-like fashion. Try to make this session as enjoyable as possible. Perhaps a community resource person could be a guest speaker at this session, discussing various facts relating to alcohol. A question and answer session could follow the guest speaker.

Session VI—Values Clarification Relating to Alcohol

(Refer to *Prevention through the Valuing Process*—p. 33.)

- a. Suggested Activity—*Values Clarification—Alcohol* (See p. 46.)
- b. Suggested Activity—*Value Ladder* (See p. 53.)

Session VII—Role Playing

- a. Explain to the group what role playing or sociodrama is and have them participate in various role playing activities described

in *Prevention through the Valuing Process* (See p. 59.)

- b. Facilitate discussion about how role playing techniques can be used by peer leaders during the two-day workshop.

Session VIII—Leadership and Group Process Techniques

- a. Energizer activity—*How Do You Like Your Neighbor?* (See p. 57.)
- b. Divide group into three smaller groups. Have each list the qualities of a good leader on large newsprint for 20-30 minutes. Each group then selects a reporter, returns to the large group, posts individual lists, and reporters explain them.
- c. Participants return to their small groups and spend 20 minutes listing the things that they enjoyed about their groups. Each group then reports back to the large group, posts lists and explains them. Allow time for questions and answers from each group.
- d. Facilitator leads general group discussion on leadership skills and group techniques through highlights and comments made on newsprint by small groups.

Sessions IX and X—Application of Skills and Concepts

Note: The following activities were held over a weekend sleepover at one of the Boys' Club units in Central Florida. If you are unable to have a weekend workshop, use the following activities during three or more weekly sessions.

- a. Hand out paper on common misconceptions about alcohol. Facilitator opens discussion about each one by asking the group members if they agree or disagree with the statement.
- b. Reinforce communication skills and how they can be used during the two-day workshop.
- c. Discuss the merits of values clarification and the valuing process as a tool for the group to use during its workshop.

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- d. Discuss Guidelines for a Group Facilitator (listed in *Prevention through the Valuing Process*—p. 36).
- e. Give each peer group member the opportunity to practice leading a small group. Each person can choose an activity relating to values clarification, alcohol information or communication.
- f. Distribute handouts—*The Twenty Question Test* and *Does a Member of Your Family Have a Possible Drinking Problem?* (Refer to "Everything You Wanted to Know About Alcohol"—pp. 167, 168.)
- g. Discuss with group and prepare a list of local agencies and individuals to which peer leaders can refer people who have need of special assistance.
- h. Begin planning for two-day workshop with the entire group. Go through process of developing objectives for the workshop.
The group stayed at the Boys' Club from Friday evening until Saturday afternoon and also participated in recreational activities.

Sessions XI, XII, XIII—Workshop Planning and Design

It should take at least three sessions for the peer leaders to organize and plan for the two-day workshop. Based upon the objectives developed prior to these sessions, activities for the two-day period should be planned, including the role of each of the peer leaders. Besides the content for the two days, other relevant facts to consider are: 1) assignment of workshop responsibilities, 2) audience to be reached (which members of the Club and community will be involved and how many; how will they be selected), 3) facility to be used, 4) date and times, 5) sleeping arrangements, 6) meals, 7) transportation, 8) social activities, 9) community volunteers for assistance, 10) publicity.

Sessions XIV and XV—Practice Workshop

The peer leaders will run through the workshop design by practicing individual leadership responsibilities with the entire group or in small groups. The group should discuss strong points and weak points of the demonstrations and practice to improve weak points.

Outline of Two-Day Workshop Facilitated by Peer Leaders

The two-day alcohol abuse prevention workshop held by the peer leaders of the Boys' Clubs of Central Florida was entitled, PAD (Prevention of Alcohol Dependency). Here is its outline of scheduled activities:

First Day

- 8:30 a.m. Program coordinator and peer leaders meet to take care of any last-minute arrangements.
- 9:15 a.m. Welcome—Introduce participants to your alcohol abuse prevention program, the peer leaders and any community resource persons in attendance. Refreshments could be served prior to the welcome.
- 9:30 a.m. Distribute and go over general outline and objectives for the workshop.
- 9:40 a.m. Distribute a knowledge test and have participants complete it.
- 10:00 a.m. Values clarification activity—*Feelings Star* (p. 38). Teams of peer leaders facilitate activity in small groups.
- 10:30 a.m. Break
- 10:35 a.m. *Misconceptions About Alcohol*—(p. 162). Peer leaders read each misconception and facilitate discussion in small groups. Following this discussion, peer leaders go over knowledge tests the participants completed earlier that morning. Have them grade their own tests. The discussion is more important than how many answers each got right.
- 11:30 a.m. Brainstorm reasons why young people use or abuse alcohol. One or more peer leaders facilitate the discussion with the entire group or in small groups.
- 12:00 Lunch
- 1:00 p.m. Show film, *Alcohol, Drugs and Alternatives* and discuss it in a similar fashion to the way it was used during the third training session.
- 2:00 p.m. Values clarification activity—Choose one from *Prevention through the Valuing Process* (p. 33).
- 3:00 p.m. Reassemble as a whole group, if needed. Recap day's activities. Ask participants what they learned today and how it applies to their own lives.
- 3:30 p.m. Leave to board bus, if transportation is required.

Second Day

- 8:30 a.m. Program coordinator and peer leaders meet in order to react to previous day's activities and to go over responsibilities for coming day's program.
- 9:00 a.m. Values clarification activity—Choose one from *Prevention through the Valuing Process*.
- 10:00 a.m. Role playing activity—Choose scenarios from *Prevention through the Valuing Process*.
- 11:30 a.m. Review literature relating to alcohol should be distributed to participants. A complete list of pamphlets and brochures are listed under *Looking Further* (p. 174). Try to have enough copies of at least one pamphlet to distribute to the group. Perhaps your peer leaders could develop an informational flyer which could be distributed. Ask the group: What is the literature telling us? Who is it trying to reach? Is it interesting? If you were designing a piece of literature, would you do it differently? How?
- 12:00 Lunch
- 1:00 p.m. Values clarification activity—*Checklist for Personal Guidance* (p. 54).

2:00 p.m. Group discussion—What have we learned about ourselves? How can we use what we have learned in our everyday lives?

You could get the group involved in some sort of project which members could use in educating parents, friends and other community members, i.e., flyer, news release about the program for local newspaper, assembly presentation at local school.

3:00 p.m. Group leaves for bus, if transportation is required.

Outline of One-Day Workshop Facilitated by Peer Leaders

The peer consultants at East Aurora Boys' Club developed monthly alcohol awareness workshops with school youth. Each month, project coordinator Tim Buchanan and several peer counselors visited ninth through twelfth grade classes to familiarize students with the full-day workshop to be conducted at the Boys' Club the following month. Parental consent forms were distributed and the first 60 students who returned them were invited to attend the workshop.

This process was repeated with the seventh and eighth grades in the local middle school. Following the success of the first and second workshops, word spread and Tim's selling job became easier. Prior to visiting classes, Tim had to sell the program to the school administrators, PTA and school board. The participants were bused to and from the school to the Boys' Club. They were told to bring their lunch.

"Alphabet Soup or How I Learned to Love Lima Beans," "Tuna Fish with Miracle Whip," and "Batman and Robin." What do these three titles have to do with alcohol awareness? They are the titles Tim Buchanan and his peer consultants gave to the alcohol awareness workshop sessions.

Tim said: "It may sound unorthodox, but it works! The workshop is designed to make people aware of alcohol, but more importantly, more aware of their own personal worth and value."

You might think of other session titles which would grab your audiences' attention. Teams of peer leaders at East Aurora coordinated and fa-

cilitated each of the sessions, which were revised monthly based upon the needs of the different age groups.

An outline of the day's activities follows.

I. Introduction and Opening Session—Alcohol is Everyone's Problem

Objective: To help participants understand that the abuse of alcohol is unhealthy and can cause both mental and physical problems. Alcohol abuse is not restricted by sex or age and its effects can be manifested in anyone.

To accomplish this objective, a community resource person who was a recovered alcoholic was brought in from a local counseling service as a guest speaker. After a 20-minute presentation on alcohol and the effects of alcohol abuse, the remaining 40 minutes were filled with questions and answers. The fact that the peer leaders were also involved in this session made the participants aware that the problems alcohol causes are not reserved for adults, but can reach them as well. This session took place in the Club gym following a brief message about the program and introduction of the peer leaders.

If you are unable to get a guest speaker, a values activity with the entire group could be used. Tim used the activity entitled, *The Bottom Line or Side Out* (See *Prevention through the Valuing Process*—p. 33.) and entitled the session "Where Do I Stand?" Participants ranked characters in the story of the same name from "most appreciated character" to "least appreciated character." Names of the characters were placed around the gym and everyone stood by a specific name in order of ranking. Open discussion on feelings about ranking a particular character followed. Participants saw where they stood in relation to the rest of the group and became aware of different attitudes about alcohol.

II. Learning Areas

In order to elicit responses from every participant, the large group was broken down into three groups of 20. On a rotating basis, each group attended three different learning areas. During one of these sessions, the sub-group was divided into groups of five, each with a peer leader facilitator.

The peer leader's role was to help each participant work through the activity and encourage him or her to respond openly by a demonstration of his own responsiveness. They acted as personal guides for participants, assisting them whenever things became difficult or threatening. A description of the three, 50-minute learning areas follows.

Area #1 "Batman and Robin"

Objective: To explore participants' attitudes about drinking and alcohol.

Initially, a guest speaker from the local National Council on Alcoholism should lead this session until the peer leaders feel comfortable enough to take over. The community resource person could continue to take part in the session in order to offer support to the peer leaders if needed. The facilitator begins the circular discussion by discussing his experiences with alcohol based upon observations or personal data. This should motivate the group to respond to the leader's comments by discussing their personal experiences with alcohol and their opinions about drinking. After a lengthy discussion, the reasons why kids drink and the situations in which alcohol is abused will begin to surface. Through this technique, participants are able to discover and examine their own attitudes about alcohol.

Area #2 "Alphabet Soup: or How I Learned to Love Lima Beans"

Objective: To increase participants' awareness of their own value systems and self-esteem, equipping them to make better decisions.

This session consists of three activities:

Activity A—Feelings Star (p. 38)

The activity was conducted in small groups with two peer leaders facilitating each group. The "star" can also be referred to as a "Name Tag" inasmuch as first names are boldly written in the middle.

Activity B—Listing Game

Instruct the group members to take one minute and list all of the things they like about themselves, the things that are good about them. After

the minute, ask members to list all the things they do not like about themselves, for another minute. Then ask the following questions: Why do we have negative concepts about ourselves? What persons are most responsible for giving us negative comments? In what manner do they come to us and how are we motivated to act because of these "put downs?" What type of comments foster good feelings about oneself? Give examples.

Activity C—Alphabet Soup

Begin the activity with a brief talk on the importance of a good friend and the many things a good friend can do for another. Ask the group to list three qualities that they felt should be found in a good friend. On newsprint or chalkboard, the facilitator builds a master list of good qualities taken from each individual's list by going through the alphabet and listing all those qualities beginning with letters A and moving along to Z. When completed, the master list will probably have many descriptive words to describe a good friend. Then have each person in the group list the good qualities he recognized in the other people of his small group. When completed, each person has a number of lists (based upon the number of members in the small group) of positive qualities about himself as recognized by his peers.

Area #3 "Tunafish with Miracle Whip"

Objective: To increase participants' knowledge of the effects of alcohol as well as their ability to recognize and deal with potential problem situations relating to alcohol abuse.

Four activities are used:

Activity A—Hum Dinger

Give each participant a sheet with one of four song titles underlined. Instruct participants to mill about humming their tunes till they have located all people in their group. Four small groups are formed as a result. (The four song titles can be: "Jingle Bells," "Mary Had a Little Lamb," "Row, Row, Row Your Boat," "Silent Night.")

Activity B Brainstorming

Brainstorming is a well known, widely used problem-solving tool. It encourages participants

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to use their imagination and be creative. It helps elicit numerous solutions to any given problem.

Rules for brainstorming:

1. No evaluation of any kind is allowed in a thinking-up session. If you judge and evaluate ideas as they are thought up, people tend to become more concerned with defending their ideas than with thinking up new and better ones. Avoid put-downs.
2. Everyone is encouraged to think up as many wild ideas as possible.
3. Quantity is encouraged. Quantity eventually breeds quality. When a great number of ideas come pouring out in rapid succession, evaluation is generally ruled out. People are free to give their imaginations wide range and good ideas result.
4. Everyone is encouraged to build upon or modify the ideas of others. Combining or modifying previously suggested ideas often leads to new ideas that are superior to those that sparked them.

Give each group a topic to brainstorm.

- Group 1: "Jingle Bells": Brainstorm all the reasons people give for drinking. Then rank the list in order of frequency or importance.
- Group 2: "Mary Had a Little Lamb": Brainstorm and list all the common problems seventh and eighth graders deal with. (Choose the age or grade level of the participants attending the workshop.) Then try to pick the top five problems that "bug" most people that age.
- Group 3: "Row, Row, Row Your Boat": Assume you are sitting in a bar making observations of a drinker from the time he takes his first drink until he is carried out "unconscious." List the progressive effects that alcohol would have on this person.
- Group 4: "Silent Night": What are some *positive* ways of coping with prob-

lems or hard times? Make a list of *positive* ways to deal with frustration—things to do when you are tense or "bugged" by something or somebody.

After discussing the topic with the aid of a peer leader, list ideas on newsprint. Have each group choose a spokesperson to summarize their efforts and share with the entire group. The peer leader's role in each group is to make observations of how the small group functions and report them to the group (*Use Observation Guide* previously outlined—p. 84).

Activity C—Lecture: (refer to "Psychic Pain Theory" in *Prevention Through Peer Consulting*—p. 78).

Facilitator relates "reasons" for drinking to unmet needs and problems of people. Demonstrate the relationship of the effects of drinking to unmet needs and problems of persons in order to spark personal analysis and development of healthy "psychic pain relievers."

Activity D—Fishbowl

Present the following topic to the entire group: "Your parents are gone for the weekend and you decide to have a small party for a few friends. Late in the evening several uninvited friends drop in who have been drinking heavily and have liquor with them. After a short time you find one of the kids unconscious on the bathroom floor. What do you do?"

Form an inner circle of five chairs with four spokespersons (leaving one chair vacant). Each person is given an opportunity to state his feelings and choices with regard to the problem. Inner circle participants debate with one another. People in the outer circle observe the decision-making process. If one wishes to comment or express an opinion, he may take the empty chair, state his views and then leave the circle. At the end of 10 minutes, ask each of the four in the inner circle what his or her final decision would be after hearing the other opinions and feelings. This activity gives practice in weighing alternative action plans and consequences.

III. Closing Session

All three subgroups (Areas #1, 2 and 3) return to the original group for summation of day's activities and film.

Film: "Alcohol, Drugs and Alternatives." Prior to the film, ask group members to think about things they learned during the day.

- How did you feel about the film?
- What are the reasons why young people use and abuse alcohol?
- Were there things you discussed in your "learning areas" which were mentioned in the film? What?
- What are some alternatives to dependence upon drugs and alcohol?

Note: The entire group was assigned subgroup A, B or C following the opening session. Therefore, a person stayed with his or her subgroup through each of the three learning areas and returned to the large group for the closing session. Therefore, subgroup A might have gone to Learning Areas 1, 2, 3 respectively, while subgroup B went to 3, 1, 2 and subgroup C went to 2, 3, 1.

Directions where and when to go could be distributed and posted.

Peer Leaders Awareness Session with Parents and/or Other Community Members

At the Boys' Club of Richmond, California peer leaders conducted awareness workshops for staff members from local youth-serving agencies and PTA groups. Marie Watkins at Niagara Falls Boys' Club, Ken Grafft at Greeley Boys' Club, Tim Buchanan at East Aurora Boys' Club and Don Preister at South Omaha Boys' Club conducted awareness workshops for parents of their peer leaders or other youth they served through the prevention program. The workshop should run no more than two hours. It will bring adults into the Boys' Club and will increase their awareness of the Club and alcohol. There are any number of activities the peer leaders could facilitate with adult groups.

They could:

- lead groups through a values clarification activity,
- brainstorm reasons why people use and abuse alcohol, and discuss reasons listed,
- show film relating to alcohol and discuss contents,
- familiarize the group with their prevention program and encourage endorsement,
- have someone from an alcohol related agency present cognitive information about alcohol or join peer leaders in discussing personal experiences with alcohol, and about alcohol.
- role play relevant scenarios from *Prevention through the Valuing Process* and encourage audience participation.
- ask the group to complete the "Twenty Question Test" and/or "Does A Member of Your Family Have a Possible Drinking Problem." (Both tests are listed in "Everything You Wanted to Know About Alcohol.")
- discuss misconceptions about alcohol.

Almost any of the activities the peer leaders took part in during the training period could be used during the session. Be sure to plan well to give your audience as much useful information as possible during two hours.

This also applies to peer leaders conducting awareness sessions in school classes. Niagara Falls Boys' Club peer leaders led classes along with adult program members. Choose activities based on the audience to be reached, the length of time for the session and rules and regulations of the individual community agency.

Outcomes of the Peer Leadership Model at Local Pilot Sites

Tom Morrell, project coordinator of the Boys' Clubs of Central Florida said that despite initial limitations of the participants (lack of cohesiveness, inability to speak publicly, inaccurate knowledge of alcohol), a viable TEAM of peer leaders was developed. This group demonstrated its growth and ability by developing and coordinating two successful two-day workshops for 120 youth.

The major difficulty throughout the program

6c. Prevention through Peer Leadership

was the fact that participants came from three different Boys' Club units. The two-hour sessions once a week for 15 weeks was perhaps not the best arrangement either. Three hour sessions, or perhaps two weekend sessions, would insure group cohesiveness and retain motivation and interest.

Eastside Boys' Club's project coordinator, Lee Frownfelter, said that the intensive training orientation conducted for his professional staff lit a fuse that was ongoing and offered the peer leaders continual support. The peer leaders were selected from different local youth agencies, took part in the 15-week training program and established peer groups in their respective local youth agencies.

Once a month for six consecutive months during 1976 and 1977, 50-60 youths from each of the four East Aurora high school grade levels and two eighth grade groups attended a full-day alcohol awareness workshop at the Boys' Club. Students were selected on a first-come, first-serve basis as the number wishing to attend far exceeded the number the workshop could accommodate. As a result of these workshops, the prestige of the Club

increased considerably. The project coordinator and the peer leaders were guests on TV and radio shows. Professionals from local school districts, mental health and alcohol related agencies in western New York visited the workshops and took back ideas to their agencies.

Alcohol agencies in the community "bent over backwards" in their willingness to assist Boys' Club of Richmond's program. They provided alcohol expertise and were impressed with the Club's capabilities to serve young people in this area. A positive by-product of this collaboration was the new image of the Boys' Club in the community. "People saw that we do things besides playing basketball," commented coordinator Dave Duer. He used the Club building at a time when no one else was present. This helped establish a "special" feeling about the group. Extracurricular activities such as swim parties, boat trips and barbecues helped make the work part of the program more attractive and enjoyable for the peer group members. The peer leaders conducted presentations for staff members of local youth-serving agencies to encourage their involvement in prevention activities.

6d. Prevention through Arts and Crafts



6d.

Prevention through Arts and Crafts

Prevention through arts and crafts

Goal

To develop a group of youngsters able to creatively express their ideas and values relating to alcohol, and who, through creative arts and crafts endeavors, will help peers gain insight into alcohol and make sound decisions concerning alcohol.

Objectives

As a result of participating in the arts and crafts prevention program, participants will have:

1. been actively involved in developing and planning an arts and crafts prevention program.
2. learned skills needed in producing arts and crafts projects, i.e., illustrative, audio-visual techniques, dramatics.
3. learned to use these skills to creatively communicate alcohol-related messages to peers and community.
4. developed communication skills and clarified values relating to alcohol.

What is arts and crafts?

An artist's eyes are the windows of the world
Through which all things look possible.
He speaks not just with words
But also with his hands and his heart.
Perhaps this is why we listen so carefully.

Arts and crafts is a method of providing opportunities for people to express themselves in special ways.

Arts and crafts implies the conscious use of *skill* and *creative imagination* in the production of aesthetic works, i.e. paintings, posters, drawings, plays, audio-visual presentations.

This model utilized the communicative aspect of arts and crafts to facilitate and reinforce an exchange of feelings, ideas and facts concerning alcohol.

Why use arts and crafts in a prevention program?

Prevention programs are most successful when they conform to the needs, interests and abilities of their participants.

This model appeals to a diverse audience and is especially attractive to members who have not achieved success in school. Participants are not limited by lack of academic success, but are encouraged to explore and strive for achievement through new, enjoyable and exciting arts and crafts experiences.

Skills needed for the successful production of arts and crafts projects can be learned in a relaxed, enjoyable atmosphere.

Participants gain self-confidence and poise, as they learn new methods of communicating their feelings and ideas.

The old cliché "one picture is worth more than a thousand words" is a valid statement. Since most people enjoy, relate to and are interested in some area of arts and crafts, it serves as an ideal vehicle for the promotion of alcohol abuse prevention.

How to use arts and crafts in a prevention program

The South Omaha Gene Eppley Boys' Club conducted Project RAPS (Resolving Alcohol Problems Sensibly). Participants came from diverse backgrounds and varied economic groups.

Don Preister, project coordinator, suggested that the group be limited to 12-15 participants developing one or two arts and craft projects.

An arts and crafts approach may function as the main component of your prevention project or may be used to enhance the effectiveness of other prevention approaches:

- The *Boys' Club of Niagara Falls*, New York, as part of its abuse prevention through leadership program, developed a series of booklets—*Plays for Living*—which addressed methods of coping with life's problems. They also produced a monthly newsletter to promote the project and motivate participants.
- *Somewhere Down the Road*, a musical, was developed, produced and video-taped by the *Boys' Club of Louisville*, Kentucky. It was presented at 10 public schools as part of the Club's alcohol abuse prevention through leadership program.
- The *Boys' Club of Greeley*, Colorado developed a puppet show to increase community

awareness of the problem of alcohol abuse and to promote their Club and prevention program.

- *Kips Bay Boys' Club*, Bronx, New York, developed and produced two plays as part of its cultural exploration project. This Club also worked on filming one of the plays to serve as a resource tool for other Clubs.

Hints for the project coordinator

- The group has to understand what is expected. Facilitator should point out that materials are available and that there are different ways of using them.
- The group needs to have responsibility and understanding of materials. Facilitator provides assistance in learning necessary skills.
- Don't be dogmatic about how or what types of creative work should be done or the art work will lose the personal message of the communication.
- Offer suggestions to build upon, especially in dealing with alcohol materials, and continual encouragement.
- There should be a conscious effort to have participants evaluate their work at each stage of its development:

Participants should ask: Did I get my message across? Is this my best planned effort? Can I improve it? Am I happy with it?

Project RAPS was divided into three program components:

Phase I included 15 weekly two-hour training sessions focusing on values clarification related to alcohol and decision-making skills, communication skills, information about alcohol and skills in developing crafts projects.

The first five sessions can be devoted to providing teenagers with information about alcohol, helping them understand the dynamics of interpersonal communication, development of leadership skills and clarification of their values regarding alcohol. Four smaller groups can be formed at the end of the fifth session to discuss ideas about the arts and crafts presentations. Beginning with

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the sixth session, each group can work in teams to develop its part of the total project.

The crafts projects can include:

Audio-Visual—With the use of 35mm photography, inexpensive recording and lighting equipment, an informative alcohol-related slide presentation can be developed. Teenagers will outline the story; do photography; write and record the soundtrack; and use special lighting effects with support of professional Boys' Club staff and volunteers.

Publication—Using factual references a second group can plan, write and illustrate an entertaining booklet containing pertinent alcohol material.

Drama—Another group may write, direct and stage an entertaining, informative play for public demonstration.

Graphic Arts—Another group can produce effective silk-screened posters for display and demonstration purposes.

In addition, all participants can coordinate and print a monthly newsletter distributed to Project TEAM groups, board members, Club staff and parents.

Phase II—At the Boys' Club, group participants present their crafts projects to family members, Club staff and board and other interested persons.

Phase III—Crafts projects are demonstrated at other youth-serving agencies.

Outline of Sessions and Activities

This 15-session format may be modified to meet your needs.

Valuing activities and alcohol information are an important part of the sessions. They pave the way for the production of relevant and valid arts and crafts materials which will be used to help others make responsible decisions about alcohol.

Refer to *Prevention through the Valuing Process* (p. 33) for detailed descriptions of the energizers and values activities used in this model.

Session I—Introduction

- A. Fill out information forms as participants arrive; include name, address, phone, age, school, interests, person to contact in an emergency.
- B. Provide name tags.
- C. Thank everybody for coming and express your feelings, i.e. excited about program; pleased that everybody came.
- D. *Program Orientation* should include a brief overview of the project and development of objectives with the group.
- E. *Ground rules* are discussed and posted during each session, i.e., no put downs; it's OK to pass.
- F. Small groups work on listing the participants' needs and objectives and share their findings with the entire group.
- G. Introductory values clarification activity: *Feelings Star* (See p. 38.)
- H. *Group Graffiti Activity*: Explain that several sheets of large paper will be placed around the room during each session. Invite participants to take a few minutes during sessions to walk around the room, read the headings on these sheets and write or draw what they would like to communicate to the facilitator and each other about the session, their feelings and their concerns.

Suggested Graffiti Headings (Choose three or four for each session.)

When I drink ...	Life is ...
Right now I feel ...	Alcohol ...
The last time I drank ...	Friends are ...
	I feel bad when ...

I think drinking ...	Drinking is OK when ...
I drink when ...	Drinking is dangerous ...
I feel good when ...	I learned that I ...
I want to know ...	I am pleased that
This course is ...	I ...
The instructions are ...	I am proud of ...

The graffiti sheets can serve as an evaluation tool for each session.

- I. *Closure*: Each session's closure should include:
 1. An informal evaluation of the session (use graffiti sheets).
 2. A discussion of concerns and needs.
 3. A brief preview of next session's format.
 4. Unfinished business.
 5. Refreshments.

Session II—Exploring Alcohol Information and Our Values

- A. Energizer: *The Name Game* (See p. 58.)
- B. Values clarification activity: *Twenty Things I Love To Do* (See p. 41.)
- C. Begin exploring alcohol information by engaging participants in *Everything You Wanted to Know About Alcohol (Tell It Like It Is)*. (See p. 157.)
- D. Values clarification activity: *Bingo Game* (See p. 44.)
- E. Alcohol Use Evaluation: *The Twenty Question Test* (p. 167)
- F. Closure

Session III—Exploring Alcohol Information and Values

- A. Energizer: *Making a Machine* (See p. 56.)
- B. Values clarification activity: *The Bottom Line* (See p. 45.)
- C. Continue discussion of *Tell It Like It Is* (See p. 157.) and begin discussing *Grim Fairy Tales*. (See p. 162.) (Make this enjoyable. You may want to award points for each correct answer redeemable for a token prize.) Refer to *Everything You Wanted to Know About Alcohol* (See p. 155.)

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- D. Values clarification activity: *Controversial Issues* (See p. 51.)
- E. Closure.

Session IV—Alcohol Information and Values

- A. Energizer: *Tiger Gun Man* (See p. 57.)
- B. Ask participants to share any personal experiences with values, alcohol or other related information which occurred between sessions.
- C. Values clarification activity: *Values Clarification—Alcohol* (See p. 46.)
- D. Continue discussion of alcohol information from Section XI of this guide.
- E. Values Activity: To help participants clarify their concepts of maturity and immaturity.

Ask members to form triads and select one person as recorder. Ask them to visualize a person they think is mature and list his qualities. Try to list 10 or more. Clarify. Next, ask the groups to list 10 or more traits of immaturity.

Describe what it is about these people (how they act, what they say, how they feel, how they treat others) that makes them seem mature or immature.

When this is complete, write down on a wall chart all the answers. Evaluate the lists together and form a definition of the mature person and immature person.

Break into small groups to decide how a mature person uses alcohol.

Large group sharing of ideas. List on wall chart.

Ask: Is drinking seen as a sign of maturity in our country? Does drinking make you mature?

- F. Closure.

Session V—Continuation of Alcohol Information and Values Clarification

- A. Energizer: *Bumpety, Bump, Bump* (See p. 56.)
- B. Values clarification activity: *What Do You Think?* (See p. 42.)

Pass out sheets to participants. Discuss instruction. Break into small groups of three

to four for discussion. Then have a large group discussion on the questions.

- C. *Alcohol information*: Invite to the session a guest speaker such as a doctor, policeman, judge, lawyer, alcohol expert or AA leader. Individuals or groups of speakers may give presentations utilizing films, live demonstrations, medical or legal tests, question-and-answer periods.

These lectures should be: kept short; given by people who can speak well to youth; aided by other methods that encourage active participation; developed around the specific needs and concerns of the participants.

- D. Closure.

Session VI—Choosing a Craft Project

- A. Energizer: *The Milling Assassin* (See p. 57.)
- B. Values clarification activity: *Side Out* (See p. 49.)
- C. *Crafts Projects*. (Instructions for projects follow this session.) Explain that you would like members to decide what project they would most like to develop.

If members are not able to agree, tell them that you have a process that might help them decide.

- D. *DBESST method for planning*: Explain that this is a six-part process which can be used for planning activities or solving problems. It is a process helpful at home, school, and in social groups.

Point out the DBESST sign. Define the method by using either a pre-written chart or by writing out the following information:

- I. Define the task.
- II. Brainstorm ideas for completing the task.
- III. Evaluate these ideas.
- IV. Select the best ideas.
- V. Start working on these ideas.
- VI. Think about how well the ideas are working.

- I. *Defining the task* is the same as setting your goal. This is a clear, complete statement of just what you want to achieve. In this case, your task is to develop an inter-

esting, entertaining and informative alcohol-related presentation which will be presented to other youth.

II. Brainstorming (Refer to *Prevention Through Peer Leadership* on page 91 for description of this process.) Have the group brainstorm ideas for their project(s). Brainstorm:

1. What do we want to say. What is our message to others?, i.e., facts about the law and alcohol; physical effects; family problems caused by alcohol; alternatives to drinking for fun. (Think of more topics and write them down.)
2. How will we say our message?, i.e., make it funny; use cartoons and jokes; have it serious; show events everyone has experienced.
3. How can we hold the interest of teenagers? Think of things that would hold your interest and write all the ideas. Include things that happen to most teens.

When you have completed the brainstorming and have your lists completed, begin the next step.

- III. *Evaluate* which of these items will work best for your group. Discuss these together.
- IV. *Select the best* or most workable ideas. Decide how these things will be involved in your presentation. Who will do what? How they will go about doing it?
- V. Now that most things are complete, the next step is to start working on the plans you have just outlined.
- VI. Think about how the project is doing at all times. Discuss with your group how you can make necessary changes. The objective of this session is for the participants to have a written outline to follow in developing their project. If this is not finalized, it can be worked on at the next session.

E. Closure.

Session VII—How to Produce Your Project

- A. Energizer: *I Like Everybody Here Especially* ... (See p. 58.)
- B. Project Planning: Members resume working on and refining plans for their project as outlined in Session VI
- C. *Considerations for Booklet and Poster Development* (See below.)
- D. Discuss the various processes and techniques required for each project, i.e., silk screening; use of cameras, projectors (Refer to following pages.).
- E. Closure.

Considerations for Booklet and Poster Development:

- a. Is it mass producible—is it too costly?
- b. Is the message getting across?
- c. Is it pleasing to the eye?
- d. Is it an eye-catcher?
Note: There is a difference between pleasing to the eye and being an eye-catcher. One has to catch the eye before it can be determined pleasing or not.
- e. Is the piece "balanced" with color coordination?
- f. Is it dimensional? Does it have one, two or three-dimensional perception? Can it create illusions?
- g. Lettering and printing: Is it clear or overpowering and distorted?

Booklet Production

Steps to follow:

1. Develop the main idea.

This is accomplished by following the outline in Session VI. Participants need to know the basic ideas of their presentation and how these will be presented. Collect all facts and information needed.

2. Rough Draft

Write an outline of the story. Members should fill in the ideas and dialogue.

3. Story board or dummy

Any pictures, charts, diagrams and cartoons should be sketched out on indi-

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vidual cards (cartoon or comic book style of picture framing). All illustrations should be drawn and printed as members think they want them to appear in the booklet.

4. Refine the draft
Members may seek advice from informed adults concerning the content and layout.
5. Finalize the draft
Lay out the booklet just as members want it to appear in print.
6. Final paste-up
Complete final lettering and illustration. Lay out each page and paste down.

Silk Screening for Posters

Steps to follow:

Preface: While the process may seem simple, this is not really true. It takes some practice and you may have to try several times, but once you master the steps, success is on the way. These steps give you an idea of what is involved. Go to an experienced teacher or good craft book before beginning your own project.

Materials:

1. A frame six to eight inches larger than the finished work. Make frame from 1" x 2" clear pine. Stretch silk material (designed for screen printing and available in art supply stores) or organdy (which is less costly) from end to end and side to side. A tan screen is necessary.
2. Lacquer base "film" either green or yellow.
3. Silk screen paint—fast drying.
4. Squeegee—available in art supply centers. Cut to fit size of screen.

Process:

1. Design in actual size on the poster the object you wish to print. Pay attention to areas. Large open areas and letters are easier to use than fine lines. Draw very accurately.
2. Place a section of process film over master design using tape to fasten the film. Using a pointed X-Acto knife, lightly cut around those areas that are to print and peel off that section of the film.

3. Position finished film under screen using special film, adhere solution or lacquer thinner to make the bond. Keep two cotton rags handy. One is for solution, while the second is to absorb excess fluid. This is perhaps the most difficult part of the process. Work slowly doing small areas at a time.
4. With screen pattern in place, bleed out with tape or paper open areas around the edges. Apply printing ink along one end or screen, and with squeegee make *one* firm draw toward oneself forcing the ink through the screen.

Slide Show Production

Steps to follow:

1. Develop the main idea or theme.
This is accomplished by following the outline in Session VI. Participants need to know the basic ideas of their presentation and how these will be presented. Collect all facts and information needed.
2. Rough draft
Develop story outline. Members should fill in the specific ideas and dialogue as best they can. When a story/message can be understood by a reader, then this stage is complete. Refining is ongoing.
3. Story cards
Based upon the outlined story, members decide what pictures they need. These ideas are then drawn out on individual cards (cartoon or comic book style). All scenes or pictures should be drawn out as members want them to appear in the presentation. This serves as a guide to taking the pictures and allows members to become clear about what it is they want to say.
4. Script refinement
Having the story cards and the rough script to work from, members should refine the wording and make any needed changes.
5. Stage and take pictures
Some basic instructions about taking pictures may be given by a professional photographer or Club staff member. A 110 or 126 camera can be used for the unskilled and a 35mm for members who are more advanced.

The chief concern here is filling up the picture (framing) with only the people, places, things, that tell your story. Be sure focus and lighting are correct and that all slides are the same size and position (either horizontal or vertical). Follow the story board outline in taking pictures. Whatever props are needed should be brought to this meeting. If a specific setting is required, arrange for this and any transportation needs in advance. When members have set up and shot all required pictures, get the film developed immediately.

6. Finalize the written script
Make corrections, additions and deletions before recording.
7. It may be necessary to reshoot some pictures.
8. Rehearsal
Script participants should be knowledgeable and familiar with their lines. Individual practice, then group rehearsals, should be scheduled.
9. Record the script
If available, use a radio station or university studio to make the recording. Arrange for any special sound effects, background music, and people who will make these sounds. Acquire your recorder and follow the operating instructions. Allow members to retape until they are satisfied with the results.
10. Synchronization
If manual slide changing is to be utilized then this step only involves familiarizing someone with script and marking it where slides are to be changed. This allows the operator to change the slides.
If automatic change is desired, the proper slide projector is a prerequisite. A tape recorder which records the slide change sound (inaudible) is needed also. Record these sounds in the appropriate places as the tape plays through. During the presentation, a connecting cord between the recorder and the projector will then change slides as needed.
Familiarization with this equipment is best gained through live demonstration. Try to

locate volunteers to instruct members in the specific operation of the equipment your group will use.

For the most effective presentation, use a rear projection screen with two projectors and a dissolve unit. This allows one slide to fade out into the next, eliminating the "white flash" between slides. All slides should be the same dimension so that the entire screen area is filled evenly. White borders detract from your presentation.

11. Preview
Be sure every member has seen the production and is satisfied with it. Make any necessary adjustments before showing it to others.
12. Equipment
Camera capable of taking slides. Sound recorder and play back. Slide projector and screen. Optional: slide previewer; rear-screen projection screen; two projectors; dissolve unit.

Play Production

In writing and producing an original drama, the preparation of dialogue is basic.

Steps to follow:

1. Write detailed story. Define the characters and settings.
2. Take story lines and break into dialogue assigning lines to the characters. Look at a professional play and copy the style, including planned action. For example:

John: (Walks over to left stage, looks out the window, picks up a book, hesitates and throws it down in disgust) "Damn, I'm just plain stupid to think she cares for me." (Picks up jacket, walks to door right stage.) "I'll show her!" (Exit, slams door.)

This is a time-consuming process, but necessary for good planning and direction.

3. With sufficient script, and assigned director or co-directors, rehearsals are scheduled. Rehearsals are divided into two segments:

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- a. Reading rehearsals, where cast becomes thoroughly acquainted with story and script.
- b. Action rehearsals, where details are established and lines and coordinated actions are worked out for a "natural" character interpretation.

Director's work: Observe and suggest the pace or "time" of production.

4. Stage, lighting, props, sound and costume committees are needed and should be a part of the total group and involved in rehearsals starting at Step 3 (b).

These groups should have their assignments and equipment ready for use early in the rehearsal schedule. Remember: "Practice Makes Perfect." Keep enthusiasm high throughout production. See that rehearsals follow the time schedules. Make each rehearsal a production, then evaluate it. Feel proud and you will have a good production. Remember: Everyone is a star!

Session VIII—Project Development

- A. Energizer: *The Changing Line* (See p. 68.)
- B. Values clarification activity: *Dear Abby* (Refer to *Prevention through the Valuing Process—Role Playing* section—p. 60.)
- C. Values clarification activity: *Rank Order* (See p. 50.)
- D. Project development: Members follow the outlined format of the project they have selected. Continue working on this for remainder of the session.
- E. Closure.

Session IX—Project Development

- A. Energizer: *Knots* (See p. 58.)
- B. Project Development: Members continue from where they left off last session. The facilitator needs to coach and instruct where and when his services are genuinely needed. The rest of the time he is present, but in the background. Remember, these are members' projects and should come from their efforts. Provide whatever resource people or materials are required.
- C. Establish a time when members can attend an open Alateen meeting. Make all necessary ar-

rangements, i.e., transportation, parent permission slips, location of meeting, departure and return times, explanation of what to expect.

Set up and attend this meeting when convenient. A discussion should follow.

- D. Closure.

Session X—Working to Complete Crafts Projects

- A. Energizer: Have group choose a favorite. (See p. 56.)
- B. Project Development: Continue working to complete projects.
- C. Closure.

Session XI—Working to Complete Crafts Projects

- A. Energizer: *How Do You Like Your Neighbor?* (See p. 57.)
- B. Values clarification activity: Court in Session (Refer to *Prevention through the Valuing Process—Role Playing* section—p. 59.)
- C. Continue working on projects.
- D. Closure.

Session XII—Completing Projects

- A. Energizer: Allow the group to choose its favorite or another one that they know.
- B. Participants work toward completion of their projects.
- C. Optional Activity: Have a small alcohol-free celebration to commemorate all the work which has been completed up to this point.
- D. Closure.

Session XIII—Dress Rehearsal

- A. Energizer: Allow the group to choose one they know.
- B. Review: Use this time to deal with specific concerns and needs of your particular group. Speakers, discussion, films, slides, excursions

or anything that seems appropriate may be used in this review.

- C. **Project Completions:** Finalize all aspects of the projects. Conduct a full dress rehearsal before any planned performance. Do this now or arrange for it at a later time. Deal with all aspects of the program which must be attended to.
- D. **Closure.**

Session XIV—Presentation Night

Advance Preparation

Mail out invitations to parents, agency representatives, school officials, court and police personnel, mental health officials, Club board members, business persons, news media and other selected guests. Keep these invitations as brief as possible while covering all necessary information. Remember who, what, where and when.

Arrange for any refreshments and persons to set up and serve them.

Acquire necessary equipment, props, chairs, sound system, stage, lighting. Check out each to be sure they are in working condition.

Welcome signs can be made and displayed. Programs of the evening's activities can be made and handed out. Certificates of Completion/Participation in the program can be made up, signed and given out to recognize participants' accomplishments. Locate and reserve a quiet, distraction-free room/area for the presentation. Arrange well in advance for media coverage and local celebrities attendance.

Presentation Night

Participants should greet and welcome invited guests. Coats should be tended to. Programs can be handed out and guests seated: Provide graffiti sheets for audience use.

Program

The object of this presentation is to recognize the accomplishments of the participants through their demonstrations. Secondary objectives can be public relations, fund-raising and news coverage. Try to demonstrate the projects in the best fashion possible.

Session XV—Evaluation and Celebration

- A. **Energizer:** Allow group to choose their favorite.
- B. **Discuss** in small groups, and then in the large groups, the outcomes of the program, i.e.:
 - 1. benefits derived as participants
 - 2. strengths and weaknesses of the project
 - 3. responses of audience to which the project was presented, i.e., other Club members, parents, community representatives
 - 4. how the group feels about the project (Would it like to continue it in some form? Would it be willing to help others develop a similar project?)
- C. The remainder of the session may be devoted to an alcohol-free party to celebrate a job well done.

Outcomes of arts and crafts model at pilot site

Don Preister, project coordinator of Project RAPS, said that alcohol abuse is a problem in his community and a concern of many adults. In addressing this problem with the RAPS program, the Club provided a valuable service to its members, their families and the community. The Boys' Club image was strengthened in the community with United Way, two juvenile court systems, members of the board, media and school officials.

The objectives for individual activities were all met to varying degrees. Most participants benefited to a large degree from most activities.

One of the main reasons for this was due to the accepting, trusting, relaxed atmosphere. The needs of the participants were met and they appreciated this. Individual and active involvement on the part of the teenagers were also key elements. The main focus of the project was helping adolescents feel important and useful by facilitating their ability and need to help others. They were learning the information not just to learn it, but to pass it on to others through their craft productions.

Evidence of success:

- Participants related how they: cut down on their drinking; learned to understand alcohol

6d. Prevention through Arts and Crafts

problems; became more aware of their own values; changed behavior patterns.

- Teenagers participated consistently week after week for four months with enthusiasm.
- Discussion frequently continued past scheduled closing time.
- Participants quoted in metropolitan publications defended their positions when later challenged by peers.
- Parents said that they noticed improved family cooperation from their teenagers.
- An improved sense of trust developed between teens and staff resulting in requests for additional groups.
- Members expressed pride and satisfaction in developing the crafts projects.

- A stutterer in the group amazed and pleased himself by speaking under pressure and overcoming his handicap.
- Several of the project members joined together as a group club to continue their friendship.
- One court-referred participant came in to volunteer his assistance as a result of his involvement in RAPS.

Participants responded well to sessions. Of particular interest were sessions dealing with values clarification, small and large group discussions, AA meetings and the mechanical and technical aspects of the project development.

Boys' Clubs of Omaha plan to continue Project RAPS. Funding will be sought from local service organizations and civic groups.

6e. Prevention through Keystoning



6e.

Prevention through Keystoning

Goal

The general purpose of a Keystone Club is:
"To create and maintain high standards of health, education, character and citizenship in order to meet the responsibilities of our democratic way of life."

This goal correlates with the prevention activities described in this model.

Objectives

As a result of Keystone Club members' participation in alcohol abuse prevention activities, they will have:

1. given leadership and service to the Boys' Club and the community.
2. been trained for useful leadership.
3. learned to know themselves and enjoyed the fellowship of a cooperative endeavor.
4. assumed the challenge of responsibility by developing, coordinating and implementing displays, activities and exhibits for a health fair and an alcohol informational pamphlet.

What is a Keystone Club?

"Signing up people to do volunteer work is the easiest part . . . the hardest part is to create a practical organizational framework in which they can apply their talents and energies effectively."

—Henry Ford II

Through service to others, we also serve ourselves. With this in mind, a Keystone Club is a service and citizenship-oriented club for Boys' Club members of senior high school age. Each Keystone Club has its own officers and committees, and an adult advisor who provides support and guidance. Sponsored by Boys' Clubs, Keystone Clubs are affiliated with the National Association of Keystone Clubs (NAKC).

A Keystone Club holds weekly meetings and plans activities, projects and programs consistent with the policies of the sponsoring Boys' Club and the general aims and objectives of NAKC.

Why use Keystoning as an alcohol abuse prevention program?

Keystoners at the Fullerton Boys' Club in California were aware of the local and national alcohol abuse problem and volunteered their services to help educate other teenagers about the dangers of this drug.

Using a Keystone Club, an already established group, lessens the time needed to establish a cohesive support group. It was easy to assign responsibilities since the Fullerton Keystoners were already aware of the members who had organizational ability, creative ability, verbal and leadership ability and those who they could depend upon for research, art and writing skills. Prevention activities fit easily into the Keystone Club's weekly meetings.

(A copy of Boys' Clubs of America's *Manual for Keystone Clubs*, developed by NAKC will give you more information on Keystone Clubs.)

How to use a Keystone Club in an alcohol abuse program

The Boys' Club of Fullerton Keystone Club's alcohol abuse prevention project was entitled, "Booze Is Cool, Or Is It?" It was designed to bring the idea of alcohol moderation to teenagers in the community.

The entire project centered around 12 Keystoners, ranging in age from 13 to 18, who were representative of the socio-economic population of the Boys' Club membership. It can be used strictly within the Boys' Club or involve outside resources in the community.

The project can be divided into four phases:

Phase I—A 12-week, 24-hour alcohol abuse prevention education workshop, which includes alcohol information, educational films, values and attitudes relating to alcohol, group process and facilitating techniques, discussions of alcohol and the law, alcohol and the family, the effects of alcohol on the body, teens and alcohol, alcohol in advertising, and planning, and developing an alcohol education health fair.

Phase II—The Keystoners developed a pamphlet entitled, "Booze Is Cool, Or Is It?" focusing on information about alcohol and its myths. It was distributed by the Keystoners during the Health Fair described in Phase III, during presentations to other Keystone Clubs as described in Phase IV, and handed out in local supermarkets.

Phase III—The Keystone Club members coordinated and facilitated a two day alcohol education health fair, open to all Boys' Club members, students and other interested community people. Notices of the event were displayed in local agencies and schools. A detailed description of the displays designed by the Keystone Club, films, questions related to alcohol, physical games, community resource displays and health booths is included in this model.

Phase IV—Keystoners visited other Keystone Clubs at neighboring Boys' Clubs to make others aware of attitudes, values and factual information relating to alcohol. Fullerton Boys' Club visited three Boys' Clubs.

6e. Prevention through Keystoning

Activities

Phases I and II

Session 1—"Drinking and Driving"

Objective: To give participants information about alcohol; blood alcohol levels, effects when driving, different types of alcoholic beverages, and how the body disposes of alcohol.

Community resource persons from an alcohol related agency could be helpful in facilitating this session and presenting related films.

Session 2—"Alcohol and the Law"

Objective: To educate participants about the court system and the alternatives given to juvenile drinkers.

Police officer could be used to lead this session.

Session 3—"Alcohol and Alcoholism"

Objective: To discuss reasons why people drink, what it does for them, what it costs them and to familiarize Keystoners with the stages and effects of alcoholism.

The film, "Alcoholic Within Us" would be a good resource for this session.

Session 4—"Alcohol and the Family"

Objective: To use role playing to illustrate how an alcoholic affects his family's life.

Refer to role playing section in the peer consultant model for ideas and scenarios.

Session 5—"Alcohol Related Services—Where To Go for Help"

Objective: To provide Keystoners with the local resources available to help with alcohol-related problems.

Guest speakers from Alateen and/or Alcoholics Anonymous (AA) could be featured during this session.

Session 6—"Values Clarification Activities"

Objective: To get the Keystoners to express their feelings and to help them understand their responsibilities.

Inasmuch as this is the first session relating to values, choose one or two of the first activities in

the values clarification model such as: "Feelings Star," "Conversation Starters," "Twenty Things I Love To Do" or "Bingo Game" (See pages 38, 39, 41, 44.)

Session 7—"Values Clarification: Peer Pressure and Developing Responsible Decisions About Alcohol"

Suggested activities for this session are: "What Do You Think?" "Side Out" "Values Clarification—Alcohol," role playing activities (See pages 42, 46, 49.)

Session 8—"Values Clarification Activities: Self-Awareness"

In order to have the Keystoners look at themselves and their drinking habits more closely, the following activities are suggested: "Checklist for Personal Guidance," "The Value Ladder," "Controversial Issues" (See pages 51, 53, 54.)

Session 9—"Group Facilitating: How to Use Alcohol Materials in Group Discussions"

Purpose: To start planning the development of a pamphlet for the local community.

Facilitate a discussion with the group about what it can do to inform members of the community about alcohol. Keystoners of the Fullerton Boys' Club decided on an educational pamphlet. At this session, the objectives of the pamphlet or related strategy could be decided, along with the design and key topics you would like to cover.

Session 10—"Continue Developing Pamphlet"

An outline of "Booze Is Cool, Or Is It? developed by the Keystoners in Fullerton follows:

- I. Factual information cancelling myths about alcohol:
 1. Booze is cool, because it makes you feel grown up. (This page also included facts about the "hangover" and "remedies" for it.)
 2. Booze is cool, because it impresses people.
 3. Booze is cool, because it helps in celebrating and having fun. (Also included: "What does proof mean?"

"How much blood alcohol content per drink for persons weighing 150 pounds?" "Steps to take if you choose to drink at a party.")

4. Booze is cool because it's easy to get and more acceptable than dope. (Included statistics from the Institute for the Study of Drug Misuse, relating to alcohol and crime.)
5. Booze is cool because your friends drink it.
6. Booze is cool because it gives you courage and confidence.
7. Booze is cool because it makes you feel sexy.
8. Booze is cool because it helps you to forget.
9. Booze is cool because it makes you feel good. (Included 20 questions about alcohol and self-check for symptoms.)

- II. Where to go for help in your community.
- III. The pamphlet concluded with "It's Your Choice"—leaving the decision to drink up to the reader.

Phase III

Sessions 11-15 "Health Fair Workshop"

At this point, it might be necessary to meet more frequently, possibly twice a week, to plan, coordinate and develop the health fair. Fullerton's Keystoneers met twice a week, one day planning the fair and the other talking with various community resource persons. Keystoneers could work individually or in teams preparing exhibits and displays.

Items to discuss relating to the health fair include:

- a. responsibilities of individual Keystoneers
- b. number of displays or exhibits
- c. location, time and date for fair
- d. audience
- e. publicity
- f. review of films for possible showing
- g. local community agencies which could send representatives. (For example, a booth could feature a representative from Alateen and informational handouts.)
- h. organizing alcohol-related games
- i. refreshments

Health Fair

Keystoneers developed, coordinated and facilitated the two-day fair to serve their community. Other objectives of the fair were:

1. To help participants become aware of their attitudes regarding alcohol.
2. To provide information about alcohol and its effects.

An ideal location for the fair is the Boys' Club gym. Here is an outline of a suggested plan for exhibits and displays:

I. Introduction Area—Include:

- a. Sign in roster. Ask visitors to write down their names, school, Boys' Club and age.
- b. Evaluation packet which includes:
 - one card for listing name, age, agency or school of attendee and to check off areas attended—displays, films, exhibits, games, information booths.
 - two health cards to record blood pressure, cardio-vascular test results, eye test results (one card to be taken home; one to be kept at Club.)
- c. Distribute the pamphlet developed during the weekly sessions.

II. Displays and Exhibits:

a. Exhibits:

1. Blood alcohol content (B.A.C.)—posters and alcohol bottle display
2. Court referral system
3. Drinking and driving, including statistics on alcohol related deaths
4. Effects of alcohol on the body and brain
5. Alcohol throughout history

b. Poster Displays

From national organizations—NIAAA (National Institute on Alcohol Abuse & Alcoholism), Seagram's Bottling Co., Mental Health Center, Distilled Spirits Council of the United States, A.A.A. (American Automobile Association)

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c. Volunteer Information Booths

Mental Health Department (breath-
alyzer)
Alcoholics Anonymous
American Automobile Association
Alateen
Al-Anon
Police and Fire Departments

III. Films: According to age groups

1. **Alcohol, Drugs and Alternatives*—for teenagers and adults.
Available through Sandler Institutional Films, Inc., 101 N. Poinsettia Place, Hollywood, CA 90046, (213) 876-2021.
2. **Joey and Me*—for all ages.
Available through Aims Institutional Media Services, Inc., 626 Justin Avenue, Glendale, CA 91201, (213) 240-9300.
3. *All Bottled Up*—for teenagers.
Available from Aims Institutional Media Services; Alateen film.
4. *So Long Pal*—for teenagers and adults.
Available from Aims Institutional Media Services.
5. **Trigger Films for Health Series, AE*—for ages 10-18, six trigger films (each 1-1½ minutes long).
Produced by the University of Michigan Television Center for the Division of Prevention, National Institute on Alcohol Abuse and Alcoholism, (313) 764-8298.

The films can be shown continuously one after the other. Keystoners could make a billboard for each film title and age group. As each film is shown, display the appropriate title on the billboard.

IV. Medical Booths (run by local community resource persons)

1. Blood pressure
2. Alcohol breath test
3. Eye test
4. Hearing test
5. Artificial respiration test

*Also available through BCA.

V. Games (geared for 10-year-olds and older)

1. *Sponge Toss*—On plywood paint the figure of a clown holding a bottle of whiskey in each hand while balancing on a tight rope. Let Keystoners take turns poking their heads through a cutout hole in the clown's face. Visitors to the fair toss wet sponges at the Keystoner's face. After each visitor tosses three sponges, the Keystoner in charge gives him or her an alcohol-related question to answer. If he or she answers successfully, the participant records a point on his evaluation card which is good toward prizes.
2. *Stand Up the Wine Bottle*—This game involves a wine bottle lying on its side on a piece of carpet and a ring on the end of a string attached to a stick. The visitor, manipulating the stick, tries to get the ring around the neck of the bottle to stand it upright on the carpet. After three tries, the Keystoner in charge asks a question about alcohol and records point on the evaluation card.
3. *Ping Pong Bounce*—On a level surface (table), place an empty beer can with its top cut off. The object is to bounce (using one bounce) a ping pong ball into the can. After three tries, the Keystoner in charge asks an alcohol-related question and records point.
4. *Dart Throw*—Like a regular darts game, except the points are centered on a picture of a clown's face—the "bull's eye" being the red nose. After throwing all six darts, the Keystoner in charge asks the participant an alcohol-related question and records point on the evaluation card.

Quiz—How much do you know about alcohol?
(Questions could be color-coded and labeled in corner according to age groups and where to find answers.)

Key:

- | | |
|-----------------|-------------------------------|
| 10-12-years-old | True/false questions—
pink |
| 13-14-years-old | Multiple choice—blue |
| 15 and up | Fill-in answers—
gold |

A separate booth could be set up with a team of Keystoneers who give participants quiz questions related to the various displays and exhibits. If the participant answers the questions correctly, he or she will get a star imprint on a sheet of paper. If he cannot answer the questions, the participant goes back to the display until he is able to answer correctly. Donated refreshments could be given as prizes for a specific number of stars. (Refer to Chapter XI for questions relating to alcohol.)

VI. Refreshments

Donated, if possible.

Evaluation Questions

The following questions may be used to evaluate your health fair. Try to think of other relevant questions based upon your objectives for the fair.

1. How would you classify alcohol abuse in your school (or community)?
___a serious problem ___somewhat of a problem
___no problem at all
2. How would you rate the exhibits and displays?
___extremely informative and interesting
___informative and interesting
___informative but not interesting
___interesting, but not informative.
___not very informative or interesting
3. How would you rate films?
___extremely informative and interesting
___informative and interesting
___informative but not interesting
___interesting but not informative
___not very informative or interesting
4. How would you rate health booths?
___extremely informative and interesting
___informative and interesting
___informative but not interesting

- ___interesting but not informative
- ___not very informative or interesting

5. How would you rate the games?
___a lot of fun ___fun ___not much fun
___boring
6. Rank from 1-4 the parts of the health fair you liked best to least.
___films
___exhibits and displays
___games
___health booths
7. How would you rate the health fair in general?
___extremely informative and interesting
___informative and interesting
___informative but not interesting
___interesting, but not informative
___not very informative or interesting
8. How do you rate what you learned about alcohol at the fair?
___I learned a great deal I did not know before.
___I learned new facts about alcohol.
___I learned some new facts.
___I didn't learn anything new about alcohol.
9. Keystoneers were:
___very helpful and informative
___informative and helpful
___informative but not helpful
___helpful but not informative
___uninformative and unhelpful

Phase IV

Keystone Visitations

Since the whole project is based on using Keystone Clubs to educate the community about alcohol moderation, Phase IV is very important. The Keystoneers at Fullerton Boys' Club developed an hour-and-a-half presentation, using information and techniques learned from Phases I and II. They also visited three neighboring Keystone Clubs to motivate them to get involved in TEAM activities.

- I. Introduction of the Keystone Club
- II. Quick summary of the program
- III. Brainstorm session on reasons why young people use/abuse alcohol
- IV. Film: *Joey and Me*, followed by discussion

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- V. Values clarification activity—"Feelings Star," "Bingo Game"
- VI. Display some of the posters related to the health fair. If time allows, Keystoners who developed individual posters could familiarize participants with the topic covered on the posters.

Outcomes of Keystone Club model at pilot site

The key elements which made the "Booze Is Cool, Or Is It?" project successful was working with an already established, stable group whose main function was community service. From the beginning, the Keystoners realized the value of this service to the community.

Allow ample time for contacting exhibitors such as the local alcoholism council, American Red Cross, police department, Lung Association. Students from Fullerton schools were invited to the fair, but three months notice was needed to sched-

ule transportation from the school to the fair and back again. The executive director and board members were involved in finding resource persons to man the medical booths.

The Keystoners also needed adequate time to run through presentations at neighboring Boys' Clubs. Practice within the Club could reduce nervousness and anxiety. Fullerton's Keystoners also spent a good deal of extra time developing the pamphlet and exhibits and displays for the health fair.

This project experienced a turnover in personnel after the project was initiated. Janet Goddard, the new coordinator, indicated that the existence of clear, specific behavioral objectives was the crucial factor which determined the successful transference and ultimate success of the program. Everyone involved knew what the sequence of activities was to be. The step-by-step outline helped create a high level of enthusiasm and co-operation.

6f. Prevention through the Media



6f.

Prevention through the Media

Goal

To develop a group of young people, capable of interpreting the media's messages concerning alcohol use, who will use media's potential to promote responsible decision-making regarding alcohol.

Objective

As a result of participating in the media strategy model, young people will have:

1. learned how and why media can be used to influence people's behavior and decisions about alcohol use.
2. increased their knowledge of alcohol, alcohol abuse and alcoholism in order to prepare accurate and valid alcohol abuse prevention media programs.
3. been actively involved in planning, producing and implementing a media program for prevention.

What is meant by a media approach to alcohol abuse prevention?

How many times have you seen alcohol use irresponsibly modeled on TV or in the movies? According to the *Christian Science Monitor*, nearly 90 percent of prime time TV shows have often depicted alcohol use in their programming in an irresponsible manner, i.e., the friendly, laughable drunk; the rugged cowboy hero downing "red eye" at the bar.

"Media" can be defined as the communications network of television, radio, magazines, newspapers and billboards which expresses and promotes ideas and products to the public. A media approach to alcohol abuse prevention examines the effect of media on America's drinking patterns and utilizes media as a vehicle to promote alcohol abuse prevention.

Why use the media to promote alcohol abuse prevention?

Alcohol use is promoted through the media by one of the largest advertising budgets of any industry—alcohol. Typically, more than \$250 million is spent annually on advertising alcohol. This

money's spent emphasizing the "desirable" qualities of products to arouse a desire in the public to buy them. Sexual, snob appeal, health, wealth and happiness are tied into the promises made to those who use alcohol. The overall message stressed, especially in "youth-oriented" magazines is that one will be more acceptable to his peers if he drinks a certain brand. Advertising messages often cause us to buy and use a certain product without really evaluating our real need for it and its ultimate effect on our lives.

But advertising is not the only media message contributing to alcohol misuse. The media often models alcohol use in the context of productions, i.e., on television the hero returns home after a hard day's work and immediately asks for a drink to "forget his troubles." The few responsible alcohol-related ads and programs carried by the media are negligible compared to the overwhelming irresponsible messages.

This prevention model fights fire with fire. Participants learn to look for the *real* message and use their skills to broadcast a different message: *responsible decision-making regarding alcohol use.*

Four of the ways this model helps youth is by:

1. Making them aware of the mass influencing power of the media.
2. Enabling them to interpret the *real* message sent in advertisements.
3. Getting them involved in painting a different, more accurate picture of alcohol.

4. Helping them with their decisions as growing people affected by the models of parents, teachers, group leaders and the media.

How to use the media in a prevention program

Success of any group project depends upon the motivation, cohesiveness and trust within the group. A group of 12-15 adolescents is large enough to accomplish the many tasks involved in this project and yet small enough to be a vehicle for personal growth. This project rests upon a great deal of cognitive knowledge of alcohol and media. Technical assistance may be needed if you plan radio and TV projects. Cooperation of local media resources should be obtained prior to the project. The project can be divided into six segments which can be completed in 15 two-hour sessions.

- I. Alcohol Information/Values Clarification
- II. Media Information
- III. Plan local media program
- IV. Produce media spots
- V. Produce and air media spots
- VI. Evaluation

Before starting the activities, survey your community and other areas for resources and consultants who will be able to assist in developing media project.

6f. Prevention through the Media

Outline of sessions and activities

The following format may be adapted to your Club's special needs and resources. Refer to *Prevention through the Valuing Process* for detailed descriptions of the energizers and values activities used in this model.

Session I—Introduction

- A. Introductory Energizer: Variation of *Name Game* (See *Prevention through the Valuing Process—Games*). After this activity, provide name tags for the group.
- B. Develop goals, objectives, guidelines and ground rules for the program. (Include meeting schedule, place, responsibilities; contingency plans if meetings must be cancelled; responsibilities for various necessities: coffee, soda, snacks, cleaning up after meeting.) Let participants know their decisions will be of prime importance.
- C. Ask group to begin collecting alcohol advertisements and jot down synopsis of radio and TV spots pertaining to alcohol. Tell group this information will be used in the fourth session. (Don't forget messages from billboards, tee-shirts, etc.).
- D. At the end of each session conduct an informal evaluation by having a short discussion with group. Include in each session's closure an opportunity for socializing to aid development of group identity. Briefly discuss the content of next week's session.

Session II—Alcohol Information and Values

- A. Energizer: *I Like Everybody Here, Especially . . .* (See p. 58).
- B. Introduction to alcohol facts. Session can cover the psychological factors of getting intoxicated; sobering up; myths. Using the "myths" from the back of this guide, give an oral test; those who get most correct get extra refreshments. Make it fun. Don't lecture. (Utilize *Everything You Wanted to Know About Alcohol*—p. 155)
- C. Begin to examine societal and personal values about alcohol by using values activity *What Do You Think?* (p. 42) to begin discussion.

- D. Values clarification activity: *Feelings Star* (p. 38).
- E. Closure.

Session III—Alcohol Information/Values (continued)

- A. Energizer: Choose one from *Prevention through the Valuing Process* (p. 33).
- B. Continue alcohol facts, i.e. mixing alcohol with other drugs, synergistic effect. (Continue using material in Chapter XI.) Have another oral/fun quiz, similar to Session II.
- C. Present guest speaker from Al-Anon or Alateen to discuss effects of alcohol abuse on "significant others" (those who are affected through relationships with alcohol abuse). Question-and-answer period follows.
- D. Values clarification activity: *Values Clarification—Alcohol* (p. 46).
- E. Remind members to bring in ads they have been collecting for Session IV. Obtain copy of the trade publication, *Media Decisions*, available through Decisions Publication, Inc., 342 Madison Avenue, New York, NY, for Session IV.

Session IV—Media Information

- A. Energizer: *Identifying Changes* (p. 58).
- B. Values clarification activity: *Conversation Starters* (p. 39).
- C. Discussion of values relating to alcohol
- D. Begin discussing the alcohol ads participants brought in. Discuss how the manufacturer is trying to get people to drink the product . . . who is seeing the ad? What does it really mean to them? Use *Media Decisions* to show how the various media compete for the alcohol dollar. Begin the following activity and continue at the next session if more time is needed.

Activity:

Participants form small groups and are given written instructions to:

1. Look over all the ads and select one for analysis.
2. Discuss and record all *explicit* claims made by the ad for its product.
3. Discuss and record all *implied* claims.

4. Separate both sets of claims into those which are true, false, unproven and unprovable. Record why they fall into one of these categories.
5. Discuss and record what effects these ads may have on people's attitudes toward alcohol and their drinking behavior.

Individual groups report findings to entire group and respond to questions and comments. Participants from smaller groups and are asked to:

1. Compose a letter to the advertising agency which produced the ad and/or to the alcohol beverage company whose product is being advertised. These letters should:
 - point out any false, or unproven claims the ad makes.
 - ask how the agency and/or company defends any such misrepresentation.
 - request a written reply.
 - or, if ad is not misleading, write letter complimenting the agency.
2. Compose a second letter to send to a consumer protection agency, i.e. This letter should:
 - point out any false or unproven claims the ad makes
 - ask what the agency can do about any misrepresentation
 - ask what, if anything, private citizens can do
 - request a written reply

Decide who you will send your letter to by consulting phone book for local advocacy groups. Some possibilities are:

Radio Code of Good Practices
and/or

Television Code of Good Practices
at

National Association of Broadcasters
1771 N Street, NW
Washington, DC 20005

Variations and Supplementary Activities

- Participants can briefly develop their own advertisements and critique each other's products.
- If a group finds nothing misleading in its ad, it can adapt it into a misleading ad and have it analyzed by another group.

Evaluation-Methods:

- Participants analyze a new alcohol advertisement along the lines outlined above. Participants split into pairs and compare their analyses.
- Participants respond to facilitator's written and/or oral questions on alcohol advertisements.

E. Closure.

Session V—Persuasion

A. Energizer: *The Milling Assassin* (p. 57)

- B. Continue surveying advertisements. Group ads by who they appeal to and then find out what things appeal to which groups. (Do this in small groups of three or four participants.) Then try to reach consensus: i.e. Group ads as to appealing to adults and younger persons and try to determine which are most appealing to particular groups.

Suggested Activities:

Activity I

Participants can take the role of alcohol advertisers or anti-alcohol advertisers and create ads to influence people to drink or abstain. Group forms small groups and is given instructions to:

- a. Pretend it is the boss of an advertising company. Decide first:
 1. whether to persuade or influence people to drink or not to drink.
 2. whom is to be persuaded.
 - young business persons who want to get ahead?
 - middle-aged housewives who want to stay young?

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- teenage football players?
- college students?
- hard-working factory workers?
- some other group?

3. decide to encourage drinkers to drink or not to drink wine, beer or whiskey

- b. Create the ad. Use any materials—songs, pictures and dialogue.

Upon completion, each group presents its ad to the entire group and responds to comments and criticisms. Facilitator asks what ads reveal about why people drink or abstain. He or she raises issue of whether people should influence others to drink and/or abstain.

Activity II

Participants research reasons people drink according to liquor manufacturers and advertisers by analyzing alcohol advertisements.

Each participant selects a medium in which to research advertisements—magazines, newspapers, television, billboards, radio.

Group is given a week to collect ads and take notes of those ads which cannot be brought to the session.

After collecting advertisements, members form small groups and are given written instructions to:

- a. Compare findings to see which media carry the most advertisements. Discuss reasons why.
- b. Compare and record the context of drinking in the ads.
- c. Compare ads and record findings on whether there are patterns of ads according to the beverage advertised (beer, wine, whiskey) and the context of the drinking.
- d. Compare and record what types of people the ads seem to be aimed at.
- e. Now, decide and record *why* people drink alcohol according to the advertisements you have analyzed.

- f. Decide and record whether *you* think these are really the reasons people drink and why the advertisers are pitching their ads at these reasons.

Groups prepare and present reports of findings and evaluations and respond to comments and criticisms. Facilitator collates findings. Representatives from each group explain differences in their findings and conclusions. Facilitator can raise for discussion issue of whether ads influence people to buy alcohol per se or only influence their selection of different brands.

Evaluation Methods—I

Based on the advertisements, participants explain why they think people drink or abstain.

Participants may role play an advertising executive giving a speech to a group of new junior employees on how to influence people to drink or abstain.

Participants may role play a panel discussion between two groups: one group is *for* advertising promoting alcohol use and the other group is *against* it.

Participants may role play or write the dialogue to a scenario in which an alcohol advertiser is "interviewed" by a researcher on why people drink.

- C. Values clarification activity: *Twenty Things I Love To Do*.
- D. Discuss plans for next session.
- E. Closure.

Sessions VI and VII—Field Visits

- A. Meet at Club and travel as a group to field visit site.
- B. On way to site, try to identify ads suggesting alcohol use.
- C. Specific activities:
 1. Visit newspaper office
 - a. ask for advertising rates
 - b. ask the dollar amount of advertising for beer, wine and liquor handled through that office.

- c. ask how to make ad: how big, what color, what size, how many, etc.
- d. ask for demographic information (who reads, listens or watches this medium)
- e. ask for free ad space to do a PSA (Public Service Announcement) series

- 2. Visit radio station(s)
a-e. same as above
- 3. Visit TV station(s)
a-e. same as above

Note: Continue identifying your resources for media help such as video equipment. Do not overlook your state prevention coordinator, school districts, regional church offices, media production companies.

- D. Upon return to Club, have short discussion of what has been learned.
- E. Closure.

Sessions VIII AND IX—Planning the Total Media Program

- A. Energizer: *Bumpety, Bump, Bump* (p. 56)
- B. The planning phase may make or break your program. It may be difficult to keep younger participants interested, so be creative.

Specific activities:

- 1. Determine target group to be reached: peers, parents, older teens, smaller kids.
- 2. Decide which media will best reach target group(s): radio, TV, newspaper ads, billboards, posters, video-tape, bumper stickers, tee-shirt designs, magazine ads. (This will also depend on local resources.)
- 3. Decide on messages to be given out: remember you are trying to emphasize responsible decision-making regarding alcohol, feeling good and better naturally and the right not to drink. Don't say categorically that alcohol is bad, drinking is evil, or everybody who drinks is an alcoholic. You can build a whole campaign around destroying these commonly

held myths about alcohol without putting anybody down.

- 4. Have the group brainstorm media ideas, then evaluate and choose the ones on which they want to work.
- C. Have members form small groups responsible for the various phases of development, packaging and promoting of the chosen program. Let groups form freely according to interests, needs and skills of the participants.
- D. Values Activity for Session VIII: *Bingo Game* (p. 44).
Values Activity for Session IX: *The Bottom Line* (p. 45).
- E. Closure.

Sessions X-XV—Producing Media Spots

If you opt for a TV or film production, you will need the assistance of all group members. If you go for less technical approaches, two or more projects may be attempted.

Suggested activities:

- 1. Produce one video tape including a one-act play, a quick series of skits and a commercial. Try to allow everyone involved to see themselves through a video-taping. (Refer to *Prevention through Arts and Crafts*—p. 95).
- 2. Make newspaper ads. Invite an artist in to demonstrate tricks of the trade; tracing, press-on lettering, etc.
- 3. Sponsor a poster contest. You might even take it a step further and look into the possibility of that poster being produced as a billboard for a couple of weeks in your community. (Refer to *Prevention through Arts and Crafts*.)
- 4. Make radio spots in outside studio. Practice at club before a taping session. Change the lyrics of a popular song to an alcohol theme. (Check to be certain you are not violating copyright laws.)
- 5. Prepare a TV spot with help from TV station. You might consider a series of

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photos with a voice-over script, or a short video segment.

6. Hold a tee-shirt contest or a bumper sticker contest. Try to get silk-screeners and printers to donate stock and printing for the winning design. (Refer to *Prevention through Arts and Crafts*.)

Outcomes of the Media Model at Local Pilot Sites

Pacifica Boys' Club in California demonstrated the value of a media approach to prevention. The project produced excellent posters and other pertinent materials.

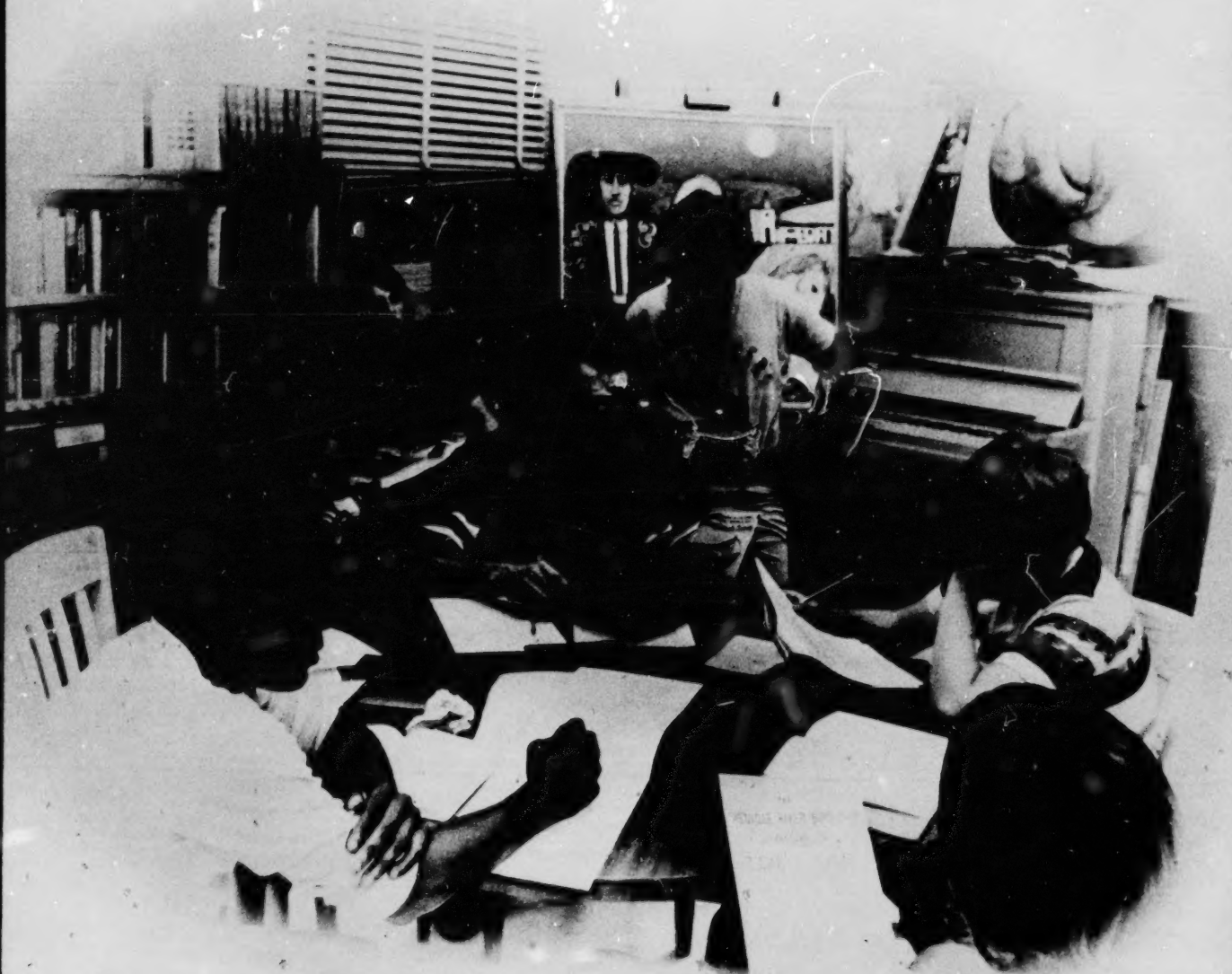
John Lank, project coordinator, noted that:

1. Using personnel trained in alcohol abuse is important to disseminate correct information and answer questions from the group.
2. Leadership training and values clarification should be done by persons trained in facilitating an open non-judgmental group to en-

courage questions and participation.

3. When an outside agency is contacted, it is necessary to work closely with at least one Boys' Club staff member. This staff member's support and experience in the training maintains a congruent connection between the project and other Boys' Club activities.
4. Radio and television media projects need the technical skills and direction from trained experts. A free, one-time, consultation was made available to the Pacifica project. However, the cost of the *necessary, ongoing assistance* and use of production equipment was not budgeted into the total project cost and, therefore, was not available.
5. Utilization of the Boys' Club program committee and board will help identify individual and group resources.
6. The participants are better prepared to make decisions concerning alcohol since they are now able to interpret the real message of the media.

6g. Prevention through Cultural Exploration



6g.

Prevention through Cultural Exploration

Goal

To enable participants to develop personal goals, strengths and sound decision-making abilities about alcohol through researching the effects of culture on individual and social drinking patterns.

Objectives

Participants in the cultural exploration program will:

1. have learned of the cultural and ethnic influences which contribute to a person's drinking habits.
2. have learned skills in: peer leadership; communication; problem identifying, coping and solving; self-awareness.
3. have shared their knowledge and skills with other Clubs and the community.
4. have learned to use community resources.

What is a cultural approach to alcohol abuse prevention?

We speak of culture as the patterns of behavior, values, beliefs, habits, skills, arts and technology of a given period and people. This model helps participants identify those historical and cultural phenomena in society which *influence* and *help establish our drinking behavior* as individuals and drinking patterns as a society.

Why use cultural exploration as a prevention technique?

A person's values and education about alcohol and its use, non-use and misuse begins as a child by way of the home and community into which he is born. What a person learns about drinking is derived from many sources. We learn from the media, observing others, discussing and experiencing the act of drinking both personally and vicariously. Our immediate environment and culture play a major role in determining our attitude about alcohol and its use.

Alcohol use is prevalent throughout our cultural history. Alcohol has been a key factor in the slave trades, an issue of peasant riots, an award-

winning subject matter for playwrights and novelists and a mainstay in newspapers.

A comparison of drinking practices and alcohol problems within various cultures is aimed at learning why alcoholism is widespread in some national, religious and cultural groups, but rare in others. Participants, known as "cultural researchers," study social, psychological, physiological and nutritional aspects of alcohol to gain an understanding of why people use, abstain or abuse alcohol. This knowledge, in combination with cognitive alcohol information and a values clarification approach, aids participants in making responsible decisions about alcohol.

How to use cultural activities in your Boys' Club

A model such as this pre-supposes a certain amount of reading and research. To keep interest high, several special events should be scheduled. Kips Bay Boys' Club, for example, helped publicize their program while generating group pride and cohesiveness with promotional tee-shirts. Special field trips were arranged to stimulate interest in the project and to introduce participants to cultural events they may never have experienced on their own, i.e., concerts, theatre. The culmination of their project was a gala cultural fair open to all Club and community members.

Kips Bay Boys' Club teenagers researched cultural and historical aspects relating to alcohol during a three-phase program, Project RAP (Reviewing Alcohol Problems).

Phase I (nine sessions)—15 youths between the ages of 13 and 18 were engaged in a two-part training program to become "cultural researchers."

Part I—Two-hour weekly training sessions focused on self-awareness, values clarification relating to alcohol and alcohol information activities. (Valuing activities continued through *Part II* and *Phase II*.)

Part II—Youths researched various cultural aspects relating to alcohol during sessions at the Boys' Club and other locations. An extensive book collection was compiled for the "cultural researchers" by the project coordinator.

Phase II (six sessions)—Based upon the information which each of the "cultural researchers" collected, exhibits, special materials and handouts were developed by the youths for a full-day cultural fair. Youths organized, coordinated and supervised the fair along with project staff. The fair included displays, a film, knowledge games and an alcohol-free party. The "cultural researchers" set up a display based upon the information they learned in researching one of 20 cultural topics and were available to discuss individual exhibits with the participants. Project staff assisted the researchers in games such as an alcohol information bingo and open forum culture test. An alcohol-free party concluded the day's activities to demonstrate how to have an enjoyable social gathering without alcohol.

Phase III (optional)—A play or skit showing the relation of culture and alcohol was written, produced and directed by the "cultural researchers." The youth also acted out the various character roles for interested Boys' Clubs and community persons.

(*Special Materials*: Tape recorders may be used to aid in interviewing and researching.)

6g. Prevention through Cultural Exploration

Activities

Following is a suggested 15-session format. You may add or delete sessions and activities as your resources and needs dictate.

This project can be a great source of *pride*, learning and enjoyment for the cultural researchers. There may be times when you will have to lengthen sessions in order to accomplish goals. Researchers may have to do some work on their own time.

There are many ways of interpreting this model, just as there are many cultural variables affecting society's alcohol use patterns. Explore and modify the sessions, perhaps adding onto the cultural fair or bringing in more speakers.

Please refer to *Prevention through the Valuing Process* (p. 33) for descriptions of the energizers and values activities referred to in the sessions.

Most important to the project is the development of resources for the explorers to probe for culturally related alcohol information. The coordinator must have a good listing of research materials and resources for participants' use.

Phase I—Part I

Session I—Introduction/Values

- A. Energizer: *Name Game* (See p. 58.)
- B. Developing goals, objectives, guidelines and housekeeping needs. (Meeting schedule, place, responsibilities, contingency planning.) Introduce participants to program. (Discuss what a cultural researcher does.)
- C. Values clarification activity: *Feelings Star*. (See p. 38.)
- D. Summarize the session to make sure everyone is clear on objectives and means of achieving them.
- E. Closure: Provide snacks. Try to make each a new cultural or ethnic experience, i.e., one week tacos, next week eggrolls, etc. You might ask participants to bring in and share their own cultural food specialties with the group.

Session II—Values/Alcohol Information

- A. Energizer: *I Like Everybody Here, Especially* ... (See p. 58.)

B Values Activities:

1. *Conversation Starters* (See p. 39.)
2. *Twenty Things I Love To Do* (See p. 41.)
- C. Begin covering cognitive alcohol materials. (Refer to Chapter XI for alcohol information.) Present in enjoyable form, such as a game.
- D. Review with participants the format this project will take to insure everyone's understanding of the amount and type of research necessary to complete the project.
- E. Closure.

Session III—Film/Values Clarification/Alcohol Information

- A. Energizer: *The Changing Line* (See p. 68.)
- B. Values Activity: *Values Clarification—Alcohol* (See p. 46.)
- C. Use film i.e., *Joey and Me* to motivate participants and as a vehicle for discussion of differences in alcohol use patterns among people of similar backgrounds. (Film is available through National Headquarters of Boys' Clubs of America.)
- D. Continue discussion of cognitive materials.
- E. Values activity: *Checklist for Personal Guidance* (See p. 54.)
- F. Ask researchers to begin thinking of cultural study topics they may be interested in researching. Post list of suggested cultural study topics. Researchers may work alone or in two's or three's. (Larger work groups will probably be less efficient.) You will probably find that if you have 12 participants, four groups of three researchers will be effective.
- G. Closure.

Suggested Cultural Study Topic Areas

1. Is there any cultural significance in the illegality of giving an Indian alcohol during the heyday of the old west?
2. In this world of ours, are there varying sets of social standards in regard to alcohol—one for men, one for women, one for adults and one for teenagers?
3. Recently, in American society, alcoholism has been accepted as a disease. What led to this development?

4. America and the world—How do we rate? (World drinking comparisons).
5. Your community versus other U.S. cities (Comparisons).
6. Your community compared with the rest of your state.
7. Urban and rural comparisons.
8. The rising conscientiousness about alcoholism has given birth to many volunteer groups such as Alcoholics Anonymous, Alateen and Al-Anon. Reflect on these and other volunteer groups.
9. The government (city, state and federal) has shown concern for the growing alcohol problem, too. Compare this country's approach to the problem to other countries' approaches.
10. What was, or is, the Women's Christian Temperance Union? Trace its history.
11. Does the fact that the federal government receives millions of dollars in tax revenues from alcohol, have any bearing on alcohol legislation?
12. What associations, if any, are there between alcohol and various ethnic groups.
13. What associations, if any, are there between alcohol and religion? Reflect on various religions or just one.
14. Examine and compare American drinking habits from 1600 to 1800.
15. Examine and compare American drinking habits from 1800 to 1919.
16. Examine the Prohibition period.
17. Examine American drinking habits following Prohibition to now.
18. Examine the commercialism (advertising) of alcohol. Also reflect on the trend of distributors encouraging responsible drinking. Is this just another way to advertise or are the attempts sincere?
19. Develop a model that might be effective in dealing with alcohol use from a cultural perspective.
20. Examine women's drinking habits from 1900—1977.

Session IV—Values Clarification

- A. Energizer: *Making a Machine* (See p. 56)
- B. Values Activity: *Group Values* (See p. 55)

- C. Discuss *Cultural Differences and their Affect on Alcoholism Rates* which follows.
- D. Continue discussion of cultural research topic areas with group (refer to session III).
- E. Closure.

Cultural Differences and their Affect on Alcoholism Rates

The study of culture as it affects alcohol use is basically social and anthropological, but also draws upon physiology, psychology and nutrition. It is aimed at discovering why alcoholism is widespread in some groups, but rare in others.

Groups with the highest reported rates of alcoholism include the northern French, the Americans—especially the Irish-Americans (but not the Irish in Ireland)—American and Alaskan Indians, Swedes, Swiss, Poles and northern Russians. By contrast, relatively low-incidence groups include the Italians, some Chinese groups, Orthodox Jews, Greeks, Portuguese, Spaniards, and southern French.

Differences among some of these cultures are seen within the United States. In one group of problem drinkers analyzed in New York City (when the total population was roughly 10 percent Irish, 15 percent Italian and 25 percent Jewish), 40 percent of the alcoholics were Irish, one percent Italian and none Jewish. Similarly, in an extensive California study in an area with large proportions of Irish, Italians and Jewish inhabitants, 21 percent of the alcoholics were Irish, two percent Italian and 0.6 percent Jewish.

It does not seem likely that genetics can explain these variations. Several investigators have reported that alcoholism is decreasing among Irish-Americans and Swedish-Americans, but rising among second and third generation Italian-Americans. Some workers claim that the rate may be rising among Italians in Italy, especially in Rome and other major cities, apparently paralleling the rise in personal income. A slight but distinct rise has been noted among Jews, particularly as they tend to change from Orthodox to Reform attitudes and there is some indication that alcoholism in Israel is increasing.

Similar studies have shown that the low rates of alcoholism seen in some groups cannot all be

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attributed to abstinence. Most Mormons and Moslems, for example, do not drink because of religious beliefs, and their alcoholism rates are low. But among other groups, especially the Italians, Greeks, Chinese and Jews, a large percentage of the population drinks, and many use alcohol abundantly, yet their alcoholism rates are low, too. The per capita consumption of alcohol in Italy is rated second only to that in France, but alcoholism among Italians is relatively rare.

Dr. Albert Ullman has suggested that the rate of alcoholism is low in those groups in which the drinking customs, values and sanctions are well established, known to and agreed upon by all and consistent with the rest of the culture. By contrast, groups with marked ambivalence toward alcohol (such as the Anglo-Saxon Protestant group in America)—with no agreed-upon ground rules—tend to have a high alcoholism rate. When such conflict exists, with its pressures, guilt feelings and uncertainties, the alcoholism rate may be very high. This has been noted among the relatively few Mormons who do drink, among moderate drinkers who feel forced to overindulge to prove their "manliness," and especially among children of parents with conflicting attitudes—such as a father who sees drinking as a virtue and a mother who feels drinking is a sin. The full significance of such ambivalent feelings as a cause of alcoholism is yet to be determined. It may be hypothesized, however, that they play a significant role.

In general, research has shown that for groups which use alcohol to a significant degree, the lowest incidence of alcoholism is associated with certain habits and attitudes:

1. *The children are exposed to alcohol early in life, within a strong family or religious group.* Whatever the beverage, it is served in very diluted and small quantities, with consequent low blood-alcohol levels.
2. The beverages commonly, although not invariably, used by the groups are those containing *relatively large amounts of non-alcoholic components* which give low blood-alcohol levels.
3. The beverage is considered a food and usually consumed with meals, again with consequent low blood-alcohol levels.

4. *Parents present a constant example of moderate drinking.*
5. No moral importance is attached to drinking. It is *considered neither a virtue nor a sin.*
6. *Drinking is not viewed as proof of adulthood or virility.*
7. *Abstinence is socially acceptable.* It is no more rude or ungracious to decline a drink than to decline a piece of bread.
8. *Excessive drinking or intoxication is not socially acceptable.* It is not considered stylish, comic or tolerable.
9. Finally, and perhaps most important, there is wide and usually complete agreement among members of the group on what might be called the "ground rules of drinking."

Phase I—Part II

Session V—Begin General Research with Field Trip

NOTE: *Research must not turn off participants. Some will be more accustomed or more inclined than others to become involved in this phase of the project. Therefore, the more research that can be done in a variety of ways (interviewing, films, TV) the better. (Try to keep book researching to a minimum. It is advisable to have this material in your group's Cultural Exploration Center.) Make the day fun. It will be a good stimulus for future work sessions.*

A. Group assembles at the Club in anticipation of field trip to:

1. view film dealing with alcohol abuse.
or
2. attend a play dealing with effects of culture on individuals.
or
3. take a walking tour through neighborhoods in which cultural differences may be examined.

B. Return to Club and, time permitting, discuss and tape individual observations.

C. Values activity: *The Bottom Line*

D. Closure.

Session VI—Research through Guest Speaker Session and Topics Selected

- A. Energizer: *Bumpety, Bump, Bump*
- B. Values activity: "Rank Order"
Discuss effects of alcohol and other substances on self and then on society. Look for cultural distinctions in use patterns.
- C. Invite a guest speaker who works with alcoholics in a rehabilitation setting to introduce alcohol problems from a personal point of view.
Utilize this speaker as a sounding board for the researchers to obtain more general information.
- D. Continue discussing research topics.
- E. Researchers select their research topics and start thinking about interviewing.
- F. Ask researchers to consider designs for a promotional tee-shirt.
- G. Closure.

Session VIII—Research through Guest Speaker and Interviews Planned

- A. Energizer: *The Milling Assassin*
- B. Values activity: *Checklist for Personal Guidance*
- C. Guest Speaker: Try to get someone who has experience or knowledge of the cultural drinking habits of many nations and can deliver to the group some personal insight into cultural customs regarding alcohol.
Discussion follows. An opportunity for the group to interview guest would be beneficial. Perhaps the instructor could interview the speaker or let the researchers conduct and tape a group interview.
- D. Researchers discuss interviewing sessions; brainstorm key questions for all interviews, etc. Main objective is to prepare researchers psychologically for what will be a stimulating, informative experience.
- E. Discuss next week's assignments: Who will interview whom and when? (Make sure that the people to be interviewed understand that interviewing is new to the researchers.) Interviewers should be from diverse backgrounds and vocations:

doctor	Alanon, etc.
merchant	rabbi
librarian	Club worker
minister	parent (other than own)
liquor store owner	priest
teacher	bartender
student	

Main concern is that the interviewer will gain insight into cultural differences, similarities, reasons for customs or alcohol use or non-use. Certain interviewers may feel more comfortable if they work in groups of two or three when they interview.

F. Closure.

Session VIII—Tee-shirt Design/Continued Research in Resource Section of Cultural Exploration Room

- A. Energizer: Choose one from *Prevention through the Valuing Process*.
- B. Values activity: "Controversial Issues" (Done with half the group at a time.)
- C. Half of group can be doing research in cultural exploration research library (which you may have compiled before beginning project if it seems there might be problems in motivating participants to utilize public libraries) during the first hour-and-a-half. See *List of Books of Possible Interest*.
- D. Other half of group is interviewing (during second hour-and-a-half, groups switch assignments).
- E. Last half hour, both groups return to finalize a design for a project tee-shirt and send out order for enough shirts for the group, distribution to other Club members and for prizes at the cultural fair.
- F. Discuss next session's field trip.
- G. Closure.

Books of Possible Interest

This list of books compiled by Kips Bay Boys' Club may be helpful in developing on-site resources for your researchers.

Basic Concepts of Alcohol by Richard H. Needle and Austin E. Hill, Laidlaw Brothers, a division of Doubleday and Company.

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It's Really Up To You: You and Alcohol by Dr. George Patterson, Ramapo House, of Universal Publishing and Distributing Corporation.

You Owe Yourself a Drink (an ethnography of urban nomads) by James P. Spradley, published by Little Brown.

Alcoholism, David J. Pittman, Editor. Harper and Row.

It's Your Decision: You and Alcohol by Jean Patterson. Ramapo House.

Alcohol—The Delightful Poison by Alice Fleming. Delacore Press.

Other Books of Value

Alcohol and Health by the Secretary of Health, Education and Welfare

Alcoholism by David J. Pittman

Black Like Me by John Howard Griffin

Corregidora by Gagy Jones

Down These Mean Streets by Piri Thomas

Drink to Your Health by Junius Adams

Go Ask Alice Anonymous

Growing Up Puerto Rican by Paulette Cooper and Jose Torres

Invisible Man by Ralph Ellison

Manchild in the Promised Land by Claude Brown

Native Son by Richard Wright

Notes of a Native Son by James Baldwin

Seven Long Times by Piri Thomas

Soul on Ice by Eldridge Cleaver

The Alcoholic in Your Life by Joe Caudert

The Newcomers by Oscar Handlin

The Pleasure Seeker by Joel Fort, M.D.

With My Mind on Freedom by Angela Davis

Why Drinking Can Be Good for You by Morris Crafetz, M.D.

Why We Can't Wait by Martin Luther King, Jr.

Session IX—Actually Experiencing Cultural Differences

Suggestions

- A. 1. Try to think of some events which the group members would not usually attend or experience on their own, like a classical concert or a play.

OR

2. Ask the group to bring in records of music of different nationalities and have a cultural "happening." Different dances could be demonstrated.

OR

3. Visit a part of the community with which the group is unfamiliar.

- B. Discuss observations. Participants are likely to develop a new appreciation for things unique and beautiful.

- C. Celebrate by having a few unusual snacks and non-alcoholic beverages upon returning to the Club and end with a values clarification activity the group enjoys.

- D. Remind the group that materials and projects should be completed by Session XII.

Phase II—Preparing for the Cultural Fair Session X-XV—Game Plan

Sessions X-XV can follow the basic format of Sessions I-IX. Energizers, and valuing activities, including role playing, may be continued. Closure of each session is extremely important at this point. It lets the entire group know where it stands in preparation for the fair and lays the ground work for the next work session.

(It may be necessary to schedule additional sessions or meet twice a week to meet your target date.)

- A. Some of the things you will need to decide now:

1. How many and what types of displays will be presented
2. Location of fair, time, dates
3. Community resource groups which will be involved
4. Publicity: who you will invite, news release, flyers

5. Alcohol related games
6. Special events: films, dramatic presentation
7. Refreshments
8. Compilation and presentation of researched material

After the group has discussed and brainstormed the above, decide:

- *who* will be responsible for the completion of various tasks
- *what* will be needed to accomplish goal
- *where* materials and information can be obtained
- *when* specific tasks should be done
- *how* you will start and accomplish specific tasks

B. Researchers now compile their research data, write, record and prepare it for display at the cultural fair. The material may be:

1. typed
2. printed on large poster board with magic marker
3. tape recorded (if appropriate)
4. graphically illustrated

Participants may need your assistance in doing this. They may work individually or in small groups.

Researchers continue to prepare for fair by completing their chosen assignments.

Session XV—Cultural Fair

Kips Bay Boys' Club cultural fair was presented during National Boys' Club Week as a service to the Club and the community. It served:

1. to provide information about alcohol and its effects,
2. as a vehicle to display the projects of the researchers,
3. to help participants become more aware of their attitudes about alcohol, and
4. to make the community aware of the Boys' Clubs efforts in this important area.

Outline of Kip Bay Boys' Club Cultural Fair

I. *Displays and Exhibits:*

- a. Researchers' projects were presented in written, graphic, poster forms. Researchers were available to discuss their work.
- b. poster displays from NIAAA and other national organizations
- c. book exhibits
- d. pamphlets for display and distribution

II. *Community Resource Volunteer Information Booths*

Bronx State Hospital's alcohol rehabilitation unit sent two representatives to man an information booth. They answered questions pertaining to alcohol use and abuse and explained the work of the rehabilitation unit.

III. *Games (See Prevention through Keystoneing for additional games.)*

- a. Alcohol bingo
- b. Quiz stands: Participants are awarded RAP buttons for two correct answers out of three alcohol-related questions. Free passes to the project's play were awarded to anyone accumulating five points. (See V *The Quiz Kids* for description of questions.)

IV. *Films*

Ongoing showings of "A Firm Hand," "America on the Rocks" (See *Prevention through Keystoneing* for additional films.)

V. *The Quiz Kids*

Persons were selected at random from the audience to select a question from a list of 40 or more to address to a panel of RAP participants. The questions dealt with the social, cultural, and historical information gathered as a result of the group's research.

VI. *An alcohol-free party concluded the day's activities to demonstrate how an enjoyable social gathering may be organized without using alcohol. (Stress cultural and ethnic variety in refreshment menu.)*

After the fair, do an informal evaluation with the researchers.

6g. Prevention through Cultural Exploration

Outcomes of the Cultural Exploration Model at Pilot Site

The most important accomplishment of Project RAP in Kips Bay Boys' Club, Bronx, New York, was the strong indication that participants developed uniquely positive attitudes regarding their approach to drinking. RAP participants became stronger individuals who can withstand the pressures of peer group interaction, social commitments and the general problems contingent to an abusive drinking society.

RAP became a program with elite status for its members. At the beginning, RAP was thought of as a club for "students," but later it gained the consideration it deserves from the general membership.

Dale Drakeford, project coordinator, made the following suggestions:

1. *Eliminate all pre-conceived guidelines.* It is important that the program be developed by those who are to do it. The participants may seem uneasy if commitments are made for them by others.
2. *Employ a professional who has time to assume responsibility for project.* A professional Boys' Club worker who is also involved in several other programs may be unacceptable because responsibilities may conflict.
3. *Eliminate duplication of paperwork.* Paperwork consumes a great deal of time so check for needless duplication.
4. *Consider meeting when Club is closed to the general membership.* Serious subject matters deserve to be attended to without interruptions of the daily Boys' Club routine. Meeting during Boys' Club hours may mean competing with sports programs and social activities. This competition may result in participants' desire to be both places at once, and therefore, present at the alcohol moderation session in body only.

5. *If there is to be an assistant, hire a community person.* A community person, who is only recently removed from the teenage scene, and still maintains strong ties to this sub-culture, can be a valuable assistant.
6. *Do research yourself.* The program coordinator can save time and energy by doing the majority of the research himself and presenting it to the participants under the guise of games and contests. A certain amount of hard study is needed to give a sense of investment, but avoid demanding too much.
7. *Have materials present.* The materials pertaining to any day's discussion should be available on the premises so that participants can refer to them easily.
8. *Rely on interviews for the majority of your research.* This proved more productive than the usual sit-down research.

Dale Drakeford, relates that his Club's program is being continued in two forms: the snowball extension and the cultural fair.

- A. The snowball extension consists of exchange visits between the RAP group and other Boys' Clubs. On the agenda were alcohol, marijuana, the Puerto Rican Independence-Commonwealth issue, governmental policies regarding Blacks in South Africa and the job market—concerns of the youth who frequent the Club.
- B. At Kips Bay, the cultural fair has become an annual event during National Boys' Club Week.

The real strength of RAP lies in its worth to the individual. For the individual participant, it has been invaluable to the formulation of self-reliance, self-respect, self-identity and self-honesty relating to abilities and disabilities.

7 Program planning by objectives



7.

Program planning by objectives

One of the principal reasons for the success experienced by the pilot sites was the writing of operational objectives as they planned their projects. This process helped them clearly define what they had to do to achieve their goals.

An added benefit of planning by objectives is its use as an evaluative tool. It was easy for the sites to evaluate their programs based upon objectives successfully completed.

The following tool to demonstrate program effectiveness through planning by objectives is condensed from material prepared for Project TEAM coordinators by Frederick T. Miller, Director of Training, National Manpower and Training Services, Boys' Clubs of America.

Program planning is a process a person uses to:

- determine what he wants to achieve in a specific period of time,
- develop a plan to do it, and
- put management tools in action to make the plan work.

Results of Planning

Planning helps:

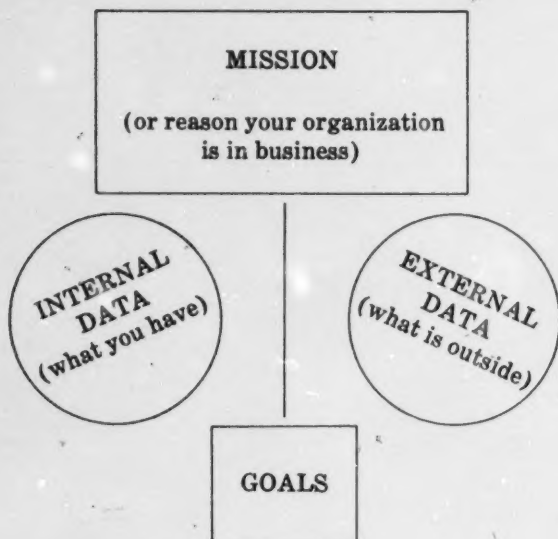
- a. clarify reasons for being and keep us "on track"
- b. maximize the use of resources
- c. show us how well we are doing
- d. let our "publics" understand where we are going and how we are getting there
- e. reaffirm our volunteer base
- f. encourage staff to use effective management practices
- g. improve staff and board morale
- h. reduce "crisis management"

Developing Goals

To initiate the planning of an alcohol abuse prevention project, or any other kind of program, you must first agree on why you are instituting the program. Once you clearly understand why you are instituting the program, it is easy to develop specific goals for it.

Goals are targets to be achieved in three to five years. Goals are based upon the mission or purpose of your organization, external data such as

the needs of your community and internal data such as number of available staff.



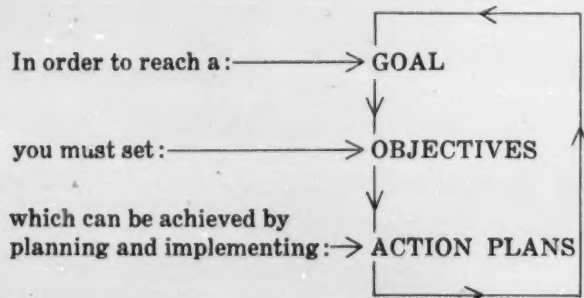
For example, the two major goals of Project TEAM have been:

- To develop an alcohol abuse prevention program which can be replicated by other Boys' Clubs and youth serving agencies.
- To enable youth to learn to make responsible decisions about alcohol.

Setting Objectives

Keeping the goals in mind, specific objectives or outcomes relating to the goals can be developed. Action steps, in the form of programs and activities, can then be implemented to achieve the objectives.

The process might be illustrated as follows:



Effective planning usually answers the following questions:

- What is the organization's reason for being? (mission)
- In what direction does it want to move in the next three to five years? (goals)
- Where must it be at the end of a shorter period (six-24 months) to reach its goals? (objectives)
- What programs and activities must it complete to achieve the objectives in the time frame established?
- What resources (manpower, money and materials) must be allocated to complete the action steps?

When developing objectives, think of things you want to achieve in the program during a six- to 24-month period.

Your objectives should:

- a. be "result" statements, not "intent" statements
- b. make direct contributions to a goal
- c. be feasible in terms of time and money
- d. be measurable
- e. have reach and challenge
- f. be completed in six to 24 months
- g. involve those responsible for achieving it in its formation
- h. allow those who will be affected by it to be considered during its formation

Here is an example of a viable objective:

"By February 1, as a result of a 15-hour training session in the cognitive facts about alcohol and peer leadership skills, 12 teens will be prepared to present a two-day seminar on alcohol use and abuse."

Once you have established such an objective you will have to ask how you will know that the objective has been achieved. To be able to answer that question satisfactorily, you need to establish certain criteria to measure your success.

In establishing criteria for measurement:

- a. Set criteria to measure *before* you do the work.

7. Program planning by objectives

- b. Those developing the objective and those authorizing the objective must agree in advance on how the objective will be measured.
- c. Quantify as much as possible.

Referring to the sample objective, one could say it had accomplished its purpose if the following measurement criteria were met:

- a. The 12 teens will have attended the 15-hour training session on cognitive facts about alcohol and peer leadership skills.
- b. The 12 teens will have passed oral or written tests on cognitive facts about alcohol.
- c. The 12 teens will have prepared and presented the two-day seminar.

Determining Action Steps

To meet the criteria set for your objectives, you need to develop action steps. A series of action steps (or programs and activities) which contribute directly to achieving your objective make up your work plan. Action steps, which usually span one to six months, are the last and most specific statements of intention involved in the planning process.

Adequately thought-out action steps will specify:

- What work is to be done.
- Who is to do it.
- When the work is to be completed.

Here are some examples of action steps planned to meet the sample Project TEAM objective mentioned earlier:

1. Choose a primary group of 12-15 teens to participate in the program.
2. Coordinate resources such as literature and resource people from various community organizations to teach cognitive facts to primary group.
3. Train primary group in values clarification and communication skills.
4. Train teens in developing two-day seminar based on what they have learned.
5. Coordinate times, dates and participants for two-day seminar.

Considering Budget

The final planning component to consider is the estimated costs in conducting the program as compared to the estimated income. For more specific information on budget as it relates to the area of planning by objectives, see *Achieving Excellence Through Planning*, available for \$3.00 from Stanley E. Walker, Boys' Clubs of America's Official Supplier of Goods, 1716 E. Second Street, Scotch Plains, NJ 07076.

8 Prove it! (Evaluation concepts and techniques)



8.

Prove it! (Evaluation concepts and techniques)

Congratulations, you are about to implement a model in your Boys' Club! We suggest that you incorporate an evaluation emphasis from the moment you begin to plan your program. An evaluation is an attempt to assess the effects of a program, the degree to which it meets its goals and to determine if there are any unexpected outcomes.

Evaluation can take place on many levels. It may range from a very simple assessment to a highly technical and sophisticated venture. Budget, technical expertise, time and need determine the nature of the evaluation.

In implementing these models, if you incorporate an evaluation emphasis, you should improve your professional performance and the quality of service offered. A good starting point for evaluation activities begins immediately after selecting one of the models described in this manual. At this point, you should develop a set of *behavioral objectives*. A behavioral objective is simply a statement which describes what it is you expect to achieve as a result of specific activities. Behavioral objectives focus on outcomes that can be realistically accomplished. Incorporated into a well thought out behavioral objective is what you consider to be a successful accomplishment. For example, if you select an arts and crafts model, you might include as one of your objectives the following:

By the end of three months, 90 percent of participants will have designed (singly or in groups) an alcohol abuse prevention comic strip.

If you are selecting a Keystone model, it will help you at the beginning of your project to specify something like:

By March 1, 85 percent of the Keystone Club members will have participated in an alcohol awareness program for the local Chamber of Commerce.

Each objective contains the criteria for determining success.

(For further information on the development of behavioral objectives see *Planning By Objectives*.)

Thus, behavioral objectives are a vital first step in the evaluation of your program. They will provide a step-by-step guide for your use. Sometimes,

it is difficult to specify, in behavioral terms, what you are hoping to achieve. If, for example, your program is based on peer consulting and your goal is to help young people be more sensitive to each other's needs, it is inappropriate to write an objective such as:

By May 15, 80 percent of the participants will be more sensitive to each other's needs.

Why is this objective inappropriate? Because it does not contain an adequate definition of sensitivity and, therefore, would be difficult to arrive at a conclusion all observers would agree to. Reliable and valid instruments which measure such things as sensitivity do not exist. Instead, you must be creative and list a set of behaviors which you consider to be reasonable indicators of sensitivity to others. You will then be in a position to compare the participants' behavior at the beginning and end of the program. You may wish to tape or videotape two sessions of your program and examine these "records" specifically looking for those behaviors you have specified. For example, you may have decided to ask the following questions to locate behaviors which you view as indicants of sensitivity:

1. Do participants respond to each other or do they only respond to the leader?
2. Is there any smirking or teasing when one of the participants is talking?
3. Do the participants look at the speaker when he is talking?

These are the kinds of things that should be thought through prior to the inception of your program and included in your behavioral objectives. Thus, instead of specifying that you expect

the participants to be "more sensitive," you can say that:

By May 15, 80 percent of the participants will exhibit increased sensitivity to each other as demonstrated by an analysis of tapes of the first and seventh sessions, which will show a decrease in teasing and non-verbal signs of ridicule and increased eye contact among participants.

The maintenance of careful records will help you to monitor the development of your program and pinpoint problems as they emerge. It goes without saying that careful *attendance and expense sheets* must be kept. Attendance is an indicator of interest in the project. Financial records will help to tell you if you are getting your money's worth.

Another evaluation technique that may help build a successful program is *rating sheets*. Rating sheets can be used either by staff members or youngsters to gauge reactions to individual elements of a program. A rating sheet should direct attention to important aspects of the activity and be structured so they guide the respondent without limiting the scope of his response. For example, the following rating sheet questions would be appropriate for a staff member to complete at the end of each training session.

Keeping records such as these will help you assess how the individual session helps meet the goals of the project. It will indicate if the activity was counterproductive or if the project seems stymied.

Rating sheets may also be used by youngsters. For example, a model that incorporates a presentation by youngsters at a group meeting might ask the youngsters to answer certain questions at the conclusion of his presentation.

8. Prove it! (Evaluation concepts and techniques)

Rating Sheet for Staff

Name: _____

Date: _____

Description of Activity: _____

What was your specific responsibility in this workshop? _____

Which of the following applied to this workshop?

- ☐ high level of interest and participation
- ☐ too much leader domination
- ☐ difficulty in eliciting questions
- ☐ good presentation of factual information
- ☐ need more help in having "facts at fingertips"
- ☐ we were nervous
- ☐ group interacted well
- ☐ some individuals dominated discussion
- ☐ kids were hesitant to participate in values clarification activities
- ☐ values clarification activity went well

In your own estimation, how would you rate performance?

- ☐ excellent
- ☐ good
- ☐ satisfactory
- ☐ needs improvement
- ☐ poor

Comments:

Rating Sheet for Peer Leaders

Community Group: _____

Attendance: _____

Aim of Session: _____

Method of Presentation: _____

Based on my understanding of the aims of this program, I would rate my presentation at this session as:

- ☐ excellent
- ☐ good
- ☐ fair
- ☐ poor

Any comments: _____

I feel I need improvement in:

- ☐ communication skills
- ☐ maintaining group interest
- ☐ having more knowledge available to me
- ☐ using audio-visual equipment
- ☐ getting group participation
- ☐ organizing and preparing my presentation
- ☐ other

Another valid method for evaluating your program is to interview each or some of your primary group participants in order to give them a chance to express verbally the relevant changes that occurred as a result of their participation in your prevention program. The interviews could be taped or answers recorded in writing, by stating:

"As you have been told before, you are the most important member of Project TEAM. To help

me understand you, your feelings, and your ideas about the project you have been participating in, I am going to ask some questions. These questions especially relate to your ideas and experiences with alcohol. All the information is strictly confidential, but has to be recorded so that we can prove our program has been successful. No name will ever accompany your responses, so you can feel free to answer

8. Prove it! (Evaluation concepts and techniques)

exactly the way you feel."

Some of the questions you might want to ask at the end of a program year are:

- a. What were your reasons for joining the group? (Probe for specifics.)
- b. Let's go back to when you first started to participate in this program. Before that time, had you ever drunk any kind of alcoholic beverage?
Yes No
If "yes," do you consider yourself a regular drinker or an occasional drinker?
Regular drinker Occasional drinker
(Ask them to define their individual responses)
- c. Have your drinking habits changed since you have been a member of the group?
Yes No
If "yes," in what way?
- d. Has your attitude toward (or feelings about) alcohol changed since you have been in this program?
Yes No
If "yes," in what way?
- e. Do you think you have personally changed in any other ways since you started to participate in the project?
Yes No
If "yes," how did you change?
- f. What part or specific sessions do you think were most worthwhile for you? Why? (Probe for specifics.)
- g. Have you learned anything new about alcohol? If so, what did you learn that you did not know before? Has this new information helped to change your behavior or attitude? In what way?

"Feedback Sheets" can also be used at the end of individual sessions or at the conclusion of community workshops, which may be an outgrowth of your peer group training. Key questions which could be included in your "Feedback Sheets" are:

- i. How good was this session?
terrible good
not so hot excellent
average

2. Were we really clear on what we wanted to do?

very clear all confused
not so clear

3. How real were the problems we discussed?

dumb, unrealistic very important
important, but and real
not real to us

4. How did we express our feelings?

uptight, hid readily, but
them, or bottled only in connection
up with our tasks
reserved, cautious directly
expression

5. How lively did the group seem?

bored, slow excited, very alive
serious and with it
thoughtful

6. How well did we work together?

everyman for himself, listened, we under-
no one working stood and built on each
together other's contributions
group listened and
some people worked
together

7. How much did the session help you get to know yourself in relation to alcohol?

no help quite helpful
some help

8. How much new information did you learn from this session?

no new information a lot of information
some new information

Additional comments:

These suggestions represent only a small sample of the possible evaluation activities you can use to help build stronger, more effective programs for the youngsters you serve.

9. Ideas for funding your program



9.

Ideas for funding your program

All the models have been designed to be replicated with little or no funding. The primary cost of each model will be found in the time of the project coordinator. However, if your efforts become more ambitious or you need to hire a coordinator or consultants, you will need funding. This section will offer funding suggestions for large and small sums and offer hints on preparing a funding proposal.

Funding Suggestions

Larger Sums

One source of funding may be *federal revenue sharing* monies, i.e. CETA personnel may be available. Contact your mayor to find out the best way to get the town, city or county government to provide funds for alcohol projects. A public education campaign may be necessary to get newspaper people and community leaders to support your funding efforts. You may be able to get assistance from the State or Federal government (Law Enforcement Assistance Administration, Department of Transportation, Office of Education and other agencies). Some federal agencies designate funds to states for projects such as this.

Local companies, unions, special foundations and civic clubs are other possible sources. Liquor, beer distributors and local tavern owners may be willing to support your project if you present it properly. They are as much against alcoholism and drunkenness as you are since it gives their business a bad name.

Public service announcements on TV and radio stations are free and may stimulate financial support for your project. Usually newspapers will run articles about your project and this may lead to support. Seek support of local colleges, churches and synagogues.

Smaller Sums

You will have to investigate all sources and use ingenuity to run special fund raising activities such as:

- bingo night
- marathon (radiothon, trampolinathon, danceathon (walkathon, basketball dribbleathon, bikeathon)

- donation cans on counters
- newspaper fund raising
- shows
- speakers
- recreation and sports events including exhibition games
- dances
- scavenger hunts
- spaghetti dinner night
- fair, bazaars, festivals
- shows: dramatic, fashion, music, gong show
- rummage sales
- flea markets
- bottle deposits drive
- car wash

What Makes a Good Proposal

Foundations, businesses and individuals like to fund dedicated people who have developed good ideas into good plans. You meet both criteria!

Keep the written proposal short and clear. Avoid sweeping generalizations. Test the proposal on others before submitting it. Be prepared to rewrite.

The following guidelines will help:

- *Keep calm and organized!* If developed step-by-step, a proposal is only a careful and detailed description of what your program is about. Following the outline may even help you get your ideas in order.
- *Look for community alcohol statistics or background information you may need to build a case.* This can be secured from government officials, libraries, mental health centers, alcohol groups, etc. Be sure to involve teenagers in this process. Some speedy initial fact-finding may provide the information you need for better ideas.
- *Contact agencies and individuals for letters of support.* This should be done early so letters can be in when proposal is ready.
- *Select a good group to help generate ideas.* This should include staff from your Club, teenager members, interested board members, community resource persons with expertise and any other people who can help in some way. Group does not need to be large, but should include representatives from any faction that could help make the program a success. Reorganize thoughts and try to come up with a basic plan by the end of the brainstorming session.
- *Identify a writer to prepare an outline and the first draft.* Perhaps several good writers can do parts. Have the draft reviewed by all members of the committee for additional ideas or corrections. Make sure to edit for verbosity.
- *Have final draft prepared.* Make sure it's typed clearly and attractively, following the basic outline and including all necessary information.

What should you include in your proposal?

These categories should be addressed in your proposal:

Purpose—(This is very important.) Name of program. A brief summary statement and overview to point out specific objectives the program will achieve, i.e. desired change in participants, numbers to be involved, effects on community.

*Nature and Scope of Problem—*Data or statistics on alcoholism generally and Boys' Club community in particular. Why problem is not being met. Who will benefit from Boys' Club program and how. Why doing something now is important.

*Sponsoring Organization—*Overview and description of Boys' Club, including economic and social information on clientele and community. How Boys' Club is equipped to handle this problem, including expertise of staff and relationships with other community agencies and resource individuals (especially those concerning alcohol abuse, mental health

9. Ideas for funding your program

organizations, parents, schools, family service centers).

Description of Program—Overview of who was involved in planning process for program design. How the Boys' Club will confront the alcohol problem described. What it will do. Why the described program is unique. What groups of young people (including age, number, sex and ethnic background) will be involved in the program and how peer leadership and values clarification will be involved. How project will be integrated into other Boys' Club activities. How program will progress during the seven months (phases, if appropriate). What specific resources will be used. How training relates to alcohol abuse prevention.

Evaluation—What Club will do on its own to insure success of program. How progress will be monitored. Pledge of Club support of this evaluation.

Specific Timetable—Why program timing is appropriate for participants and community. Monthly listening of major activities.

Project Staff—Functions and duties of individuals who will be involved in program, including Boys' Club staff and consultants. Who they are, their qualifications and experience and what they will do for the program.

Continuation—How Club will go about sustaining program beyond initial funding and be involved or initiated while program is in progress. How Club will share program results locally and regionally. Which parts of program Club will pledge to continue even if outside funding is unavailable.

Narrative Budget—Specific and detailed description, with supportive data where possible, of how money needed to implement project design will be spent. Major breakdowns should include:

1. **Personnel**—full or part-time staff hired for program, amount of time spent on activities, rate of pay (this should include consultants, but should not in-

clude salaries of presently employed fulltime Boys' Club staff).

2. **Supplies**—office supplies, postage and mailing (for specific distributions), photocopying and mimeographing, printing of materials.
3. **Travel**—local travel for project staff or participants, based on \$0.15 per mile for Club or personal vehicles.
4. **Equipment**—purchase or rental of specific equipment needed to implement project design.
5. **Other Expenditures**—telephone costs, materials for project staff or participants, awards or honorariums, social activities to enhance program for participants, miscellaneous expenses.

Before mailing proposal, check:

Need for foundation support:

- are public sources of funds available (Federal, state and local governments?)
- are private sources more appropriate (other foundations more active in the field, other private institutions or individuals?)

Soundness of budget:

- is it adequate for the job to be accomplished, but not so generous as to be wasteful?
- is it evident that the project director is familiar with the administrative intricacies of conducting the proposed project, and that he has planned carefully for contingencies?

Where to look for funds:

- Federal government; Department of Health, Education and Welfare
- Jaycees
- Rotary
- Lions Club
- Exchange Clubs

- Optimists
- Kiwanis
- American Legion
- Foundation Library at University of California, Los Angeles
- Foundation Library at the University of California, Berkeley
- Foundation Library at New York Public Library

Foundation Dictionary, published by the Foundation Center (details all the foundations in the country and lists local and national funding sources)

- Foundation Center, 444 Madison Avenue, New York or 1001 Connecticut Avenue, Washington, D.C.
- The Grantsmanship Center, 1015 West Olympic, Los Angeles, California collects and distributes information about funding, conducts training programs in fund raising and proposal writing.

10. Letting others know about your prevention efforts



10.

Letting others know about your prevention efforts

"For the first time, people came up to me in the community and commented, 'it's good to know the Boys' Club is involved in programs other than basketball'," stated one of our pilot site coordinators.

All project coordinators said that their Boys' Club experienced increased prestige in their communities as a result of their team promotion efforts. All pilot sites established close relationships with local newspapers and radio stations and kept them continually briefed on project activities. The young people involved in the primary peer group were elated to see their names in newspapers, which further increased their motivation in the program. In some areas, young people promoted the programs on radio stations. A topic as timely as alcohol abuse prevention involving teenagers usually initiates media interest without much selling on your part.

You and the young people involved are the best people to make contacts and promote your program. The Boy's Club Board should be approached first to determine if its members have media contacts or expertise. Pilot site coordinators found that a one-page description of their TEAM program and its objectives, along with highlights of the activities the Club will sponsor, is helpful to distribute to media contacts.

The concept to stress in any promotion message is that a Boys' Club is more than a recreational facility. Alcohol abuse prevention is a great way to show what the Club is all about. Proper development of your publicity campaign results in other agencies getting involved, community and volunteer participation and close relationships with local media.

Your message will differ depending upon the people you are sending it to. Think through the individual groups your project is related to in your community. For example: Do you want to have an "Open Night" for parents? . . . A circular for youth agencies? . . . Feature stories displaying a project activity for the general community?

You should not have to do all the writing yourself. As mentioned before, the press will write a story about your program once you make them aware of it. You might want to focus on the alcohol problem in your community, which strengthens the need for the project and helps catch the

media's interest.

Teenage participants, the executive director and program coordinator could speak before parent groups, youth-oriented community agencies, including schools, service Club groups and community councils. Presentations which offer personal contact with someone from your program is the most effective way to get support or participation.

Another valuable publicity tool is your Boys' Club newsletter or any other in-house publication. TEAM's poster should be placed around the Club for additional visibility. The individual effort YOU take will determine how much promotion your efforts get.

(For more on promoting Boys' Club programs see *Guidelines for Developing a Coordinated Boys' Club Public Awareness Program* published in May 1978 by Boys' Clubs of America. Current prices and copies are available from Stanley E. Walker, BCA's Official Supplier of Goods, 1716 E. Second St., Scotch Plains, NJ 07076.)

Sample News Release

(Date)

Contact: (Name of Club Contact)

Phone: (Your Club's phone number)

Teenagers Take Active Role in Alcohol Abuse Prevention at Boys' Club!

Some (#) (your town) teenagers have been selected to take part in an alcohol abuse prevention project at the Boys' Club of (name). This is a unique opportunity for them to learn information and skills which they will use in their communities.

(Name of project coordinator) is serving as coordinator for the Boys' Club program. The local effort is part of Boys' Clubs of America's national thrust to improve the quality of life by developing responsible decision making regarding alcohol use among America's youth. It is part of a national alcohol abuse prevention program sponsored by the National Institute on Alcohol Abuse and Alcoholism of the U.S. Department of Health, Education and Welfare.

The Boys' Club of (name)'s activities

are designed to give teenagers a better knowledge of themselves; an increased understanding of others; information about alcohol including common misconceptions; decision making and communication skills.

(Name of coordinator) will be holding a meeting October 28 at 8:00 p.m. at the Boys' Club to familiarize interested community members with the Boys' Club efforts to combat alcohol abuse. "Most everyone knows or is related to an alcoholic and this meeting provides valuable information for all of us in controlling this, one of America's most widespread diseases," said (Name of coordinator).

Local alcohol abuse prevention activities at the Boys' Club of (name) will include:

- (Outline the activities which you are incorporating into your prevention program.)

10. Letting others know about your prevention efforts

Parent's Consent

Parent's Consent

Prior to a young person's participation in a prevention program, parental consent should be secured. It would be wise to have a parent meeting prior to the program's inception to secure their endorsement and clear up any misconceptions. Stress that it is a "prevention" program and a child's participation in no way implies an alcohol problem. Emphasize that it is a privilege and an honor to be selected to participate in this program which is involving young people in the education of their peers and/or community members and the controlling of one of America's most important problems, alcohol abuse.

In need of a parental consent form? Let us suggest the following letter:

Dear Parent:

The Boys' Club of _____ is beginning an alcohol abuse prevention program for youth. The program consists of _____

(program components or design)

You son or daughter has expressed a desire to participate in Project _____ as a peer leader in order to help America's youth make responsible decisions regarding alcohol.

Would you please sign this letter so that your son or daughter can participate in this important program.

I'll be looking forward to meeting you as the program progresses.

Sincerely,

Project Director

(Name of youth)

has my permission to participate in Project _____, as part of the Boys' Club of _____ program.

(date)

(Signature of Parent or Guardian)

Invitation

Invitation

Want to invite community members to an activity or special event related to your prevention program? The following letter might help you design your own invitation:

Mr. Robert M. Walker
Assistant Principal
Ourtown High School
1010 Rockaway Blvd.
Ourtown, State 00000

Dear Mr. Walker:

On Thursday, June 17 at 6:45 p.m., the Ourtown Boys' Club will host a special evening at Ourtown High School Auditorium. Through entertainment, a brief discussion and audience participation, we will introduce you to our "Teenage Alcohol Abuse Prevention Project."

Sounds serious and boring? Wrong! True, we are dealing with a serious problem that potentially affects every family in our community, but we've developed a program that has won praise from teenagers and professionals alike for the way it entertains and informs.

The method we use is a rock musical written

and produced for Boys' Clubs by the very dynamic and exciting acting company, West Side Players, Inc. The presentation is titled, "Somewhere Down the Road." It has been seen by over 6,000 Ourtown high school students and according to surveys we have conducted, the musical is successful at getting youth to begin making their own decisions about the use of alcohol.

We will entertain you. That's our guarantee. We will also hope to involve you in the effort to bring this problem into focus in our community and enlist you in our campaign to help youth make intelligent and informed decisions regarding the use of alcohol.

Please make plans to join us on June 17, 6:45 p.m. at Ourtown High School Auditorium. Bring your family along, especially teenage members. There is no charge for admission.

I am enclosing some announcements with this letter that you may want to use to invite others to be with us. If there are any questions please call our office (584-7210).

Sincerely,

Gordon Brown
Executive Director

11 Everything you wanted to know about alcohol



11.

Everything you wanted to know about alcohol

A crucial part of the answer to achieving responsible use of alcohol lies in a general recognition and understanding of what alcohol is, how it behaves once it enters the body and what its short- and long-term effects are.

The more accurate our knowledge of alcohol, the better we will be able to decide:

- whether to drink
- where to drink
- when to drink
- why to drink
- what to drink
- how much to drink
- with whom to drink

The information supplied in this section is enough to get you started on any of the models. It is suggested, however, that additional reading be done in specific areas. (Additional sources of information are provided in Chapter XII.)

1. **Tell It Like It Is** can be a major tool in delivering alcohol information to your group. The experience of taking, scoring and *discussing* the answers to this quiz combined with a discussion of *Grim Fairy Tales* will give participants a good cognitive background in alcohol.
2. **Grim Fairy Tales** examines common misbeliefs about alcohol.
3. **Twenty Question Test** prompts participants to examine alcohol related behavior and symptoms of problem drinking. *Does a Member of Your Family or Friend Have a Possible Drinking Problem?* helps participants understand and identify alcohol problems in others. Use these tests with your group.
4. **Drinking Phases of Alcohol** describes the progressive stages of alcoholism.
5. **Words You'll Want to Know** provides a glossary of terms you will be hearing and using in conducting your project.
6. **Individual Assistance** aids those individuals who are living with or involved with an alcoholic relative or friend.

Tell It Like It Is*

This little quiz should be fun and definitely will reveal many things to you. You may be surprised by what you learn.

I. TRUE OR FALSE (Circle correct answer)

1. True or False: Alcohol is a drug.
2. True or False: Alcohol is a food.
3. True or False: In the body, alcohol is digested just as food is.
4. True or False: In the body, alcohol is burned up just as food is.
5. True or False: Because it is a stimulant, alcohol tends to pep a person up.
6. True or False: Everyone's body reacts the same way to the same amounts of alcohol.
7. True or False: Alcoholic beverages can be fattening.
8. True or False: Alcohol in any quantity will damage organs in the human body.
9. True or False: A person can die of alcohol poisoning.
10. True or False: All alcoholic beverages are equally strong.
11. True or False: Liquor taken straight will affect you faster than liquor mixed with water or soda in a highball.
12. True or False: You'll get drunker on vodka or gin or rum than on the same amount of whiskey.
13. True or False: Switching drinks will make you drunker than staying with one kind of alcoholic beverage.
14. True or False: You can sober up quickly by drinking black coffee and dousing your head with cold water.
15. True or False: It's risky to drive a car right after having a drink.
16. True or False: Drunkenness and alcoholism are the same thing.
17. True or False: Anyone who drinks at all is likely to become an alcoholic.
18. True or False: Alcoholics can be helped.
19. True or False: There are certain symptoms to warn people that their drinking may be leading to alcoholism.
20. True or False: Alcohol is the sole cause of alcoholism.
21. True or False: Use of other drugs in combination with alcohol is dangerous.

II. SELECTED QUESTIONS: (Circle one letter except as indicated)

1. Responsible drinking behavior largely depends on: (Select any single best answer.)
 - a. the type of beverage alcohol one consumes
 - b. drinking in a relaxed mood and setting
 - c. sipping drinks slowly
 - d. drinking one drink an hour
 - e. avoiding drinking for its own sake
 - f. consuming beverage alcohol with food
 - g. knowing how to drink
 - h. knowing your limit
2. Most young people who drink learned about drinking practices and behavior from:
 - a. parents only
 - b. counselors, teachers, Club worker
 - c. imitation and identification from friends and adults (role models) at parties and social occasions
3. Responsible attitudes about drinking include:
 - a. allowing guests or customers to choose their own beverage, alcoholic or not.
 - b. avoiding circumstances that permit your guests or customers to get drunk.
 - c. never encouraging, condoning or laughing at drunkenness in any form.
 - d. recognizing the problem drinker or alcoholic as a person who needs help.
 - e. all of the above
4. The speed with which alcohol takes effect on the body depends on
 - a. how fast one drinks

*Adapted from: The U.S. Jaycees, Operation Threshold, *The Revealing Quiz*

11. Everything you wanted to know about alcohol

- b. whether the stomach is empty or full
 - c. emotional state of the drinker
 - d. what type of beverage alcohol is drunk
 - e. the weight of the drinker
 - f. setting and circumstances of drinker
 - g. all of the above
5. Medical authorities are nearly unanimous in categorizing alcoholism as a:
- a. deviant behavior
 - b. cultural problem
 - c. treatable disease
 - d. psychological problem
 - e. genetic aberration
 - f. hormone deficiency
6. Americans with serious alcohol problems or alcoholism number:
- a. 1,000,000
 - b. 2 million
 - c. 9 million
 - d. 5 million
 - e. 15 million
 - f. 600,000
7. Alternatives to driving a car home if one is drunk are: (Select only those valid.)
- a. having your wife or friend take you home
 - b. call a cab
 - c. remain where you are and go home the next morning
 - d. drink plenty of black coffee before driving.
8. Which three drugs have a potential for physical dependence or addiction:
- a. marijuana
 - b. heroin
 - c. alcohol
 - d. barbiturates
 - e. amphetamines
9. Skid-row alcoholics comprise what percentage of the total U.S. alcoholic population?
- a. 42%
 - b. 18%
 - c. 3-5%
 - d. 90-95%
10. Alcohol abuse prevention programs might include:
- a. family life development
 - b. establishing occupational health programs in business and industry to help alcoholic employees
 - c. encouraging responsible drinking practices, habits, attitudes, and behavior
11. Drunkenness can be avoided by:
- a. avoiding drinking for its own sake, or as a social crutch
 - b. using alcohol as an adjunct to other activities
 - c. using alcohol in relaxing social circumstances
 - d. sipping drinks slowly
 - e. consuming beverage alcohol with food
 - f. knowing one's limit
 - g. all of the above
12. Alcoholism is considered by most authorities to be:
- a. a lack of will power
 - b. a disease
 - c. a sign of moral decay
 - d. an inherited trait
 - e. a problem for the individual himself to deal with
13. ____% of the U.S. adult population choose not to drink?
- a. 10%
 - b. 70%
 - c. 32%
 - d. 50%
14. Approximately how many Americans drink alcoholic beverages?
- a. 10,000,000
 - b. 95,000,000
 - c. 200,000,000
 - d. 300,000,000

Answer Sheet

Section A

1. *True.* Alcohol is a special type of mood changing drug. It affects the nervous system after it reaches the brain. It belongs to a family of drugs called sedatives or hypnotic depressants.
2. *True.* Alcohol is called a food because it contains calories. But it is not a proper substitute for the usual foods in a balanced diet since it is almost completely lacking in the nutrients needed for growth and maintenance of good health.
3. *False.* Alcohol does not have to be digested slowly, as most other foods must be, before reaching the blood stream. Alcohol is immediately absorbed into the blood, passing directly through the walls of the stomach and the small intestine. The blood rapidly carries it to the brain. This is why alcohol may affect a drinker so quickly.
4. *True.* The body burns up alcohol through the process of oxidation—a series of chemical changes that enable food to release energy. Oxidation takes place mostly in the liver, which in the average person needs about one hour to burn up half an ounce of absolute alcohol—this is the amount contained in one average highball, one glass of wine or one can of beer. Consumption at the rate of one drink per hour results in little accumulation in the blood stream. If more alcohol is consumed than can be immediately oxidized, the unoxidized alcohol builds up and remains in the blood stream and continues to have an increasing effect on the brain and liver.
5. *False.* Alcohol is generally a depressant, not a stimulant, but sometimes a drinker *imagines* that he is being pepped up. This is why:

Alcohol's first effect on the brain is to slow down the brain area that controls judgment and thought. Thus, alcohol may interfere with a person's normal ability to do certain mental tasks: to remember, to understand, to reason, to make decisions. In slowing down this area, alcohol releases the drinker's inhibitions which usually guard his behavior. Since he is less in-

hibited and more relaxed, he may at first feel unusually free-and-easy. But his nervous system is being depressed, not stimulated. This depressant action increases if the person continues to drink.

Alcohol also tends to slow down the brain area that controls muscular coordination. Thus, alcohol may also interfere with a person's ability to do certain physical tasks: to coordinate movement of his arms and legs; to speak clearly; to balance himself.

If a person takes in alcohol faster than his body can oxidize it, the alcohol concentration in his blood increases. As the alcohol concentration builds up, his reactions become less and less dependable when he tries to reason, to remember, to coordinate the muscles that help him to stand, move, drive. With the depressant action increasing, relaxation may give way to feeling high, then drunk, and finally—if he continues to drink—to passing out.

6. *False.* Reactions to alcohol vary tremendously. Different people react differently to the same amount of alcohol. Even the same person may react differently to the same amount of alcohol under different circumstances. Reactions depend on many complex factors. A person may be influenced by physical factors: how fast he drinks; whether he has eaten; the type of beverage; his body weight. His body chemistry. He may also be influenced by psychological factors: the situation he is in; his mood; his attitude toward drinking; his prior drinking experience.
7. *True.* An ounce of liquor contains about 70 calories, equal to a fried chicken drumstick. A 12-ounce can of beer contains about 150 calories, equal to one frankfurter. The calories in alcohol can contribute to overweight and if alcohol is substituted for a balanced diet, the person may suffer from malnutrition.
8. *False.* Moderate amounts of alcohol usually do not harm body organs in the well-nourished person. But large amounts and high concentrations of alcohol may lead to irritation or inflammation of parts of the digestive

11. Everything you wanted to know about alcohol

system. Prolonged and heavy drinking may seriously affect the heart, liver, stomach and other organs.

9. *True.* If a person rapidly gulps down an unusually large amount of alcohol (usually more than a pint), it may kill him.
10. *False.* Alcoholic beverages are made from two different processes—fermentation and distillation. Distillation creates beverages containing higher concentrations of alcohol.

Wines and beers are fermented beverages. Most beer made in the United States contains about four percent pure alcohol. Ordinary table wines (such as Burgundies, sauternes) contain up to 14 percent pure alcohol. Dessert or cocktail wines (ports and sherries, for instance) are fortified with extra alcohol, increasing the alcohol content to 18 or 21 percent.

Liquors are distilled beverages. Rum, gin, vodka, brandy and whiskey contain 40 and 50 percent pure alcohol. In this country, a liquor is labeled by its *proof*, which is *double its alcoholic strength*. 80 proof means 40 percent alcohol, while 100 proof means 50 percent alcohol.

11. *True.* Straight liquor reaches the brain faster because it is absorbed into the blood stream quicker than liquor which is diluted.

But when liquor is diluted, what is used as a mixer has an influence on absorption of the alcohol. The carbonation in soda or ginger ale will speed the passage of the alcohol through the stomach. Thus, the *alcohol in liquor diluted with water is absorbed most slowly*. The *alcohol in liquor diluted with soda is absorbed somewhat faster*. And the *alcohol in straight liquor is absorbed fastest of all*.

12. *False.* The flavor of the liquor does not affect the drinker. It is the alcohol content that affects him. Each liquor has a different flavor because each is made from different ingredients. Whiskey is made from grain such as corn, barley, rye; vodka from corn, other cereals, and potatoes; rum from molasses; gin from alcohol flavored with juniper berries. All ordinary liquors have roughly the same alcohol content. With most vodkas, gins, whiskies, rums, one ounce contains half an

ounce of pure alcohol. The amount of alcohol in a bottle of beer, a glass of wine, or a shot of whiskey is about the same—one half ounce.

13. *False.* Switching, or mixing, will not make you drunker because the degree of drunkenness is determined by the total amount of alcohol your blood absorbs, not by the flavor of the beverage. However, for some people switching is more likely to cause nausea and vomiting, possibly because of the different flavorings and mixers used.

14. *False.* NOTHING can speed the sobering-up process because your body oxidizes alcohol at a steady rate. Coffee can help keep you awake, but it *will not improve your judgment or sharpen your reactions*. A person who is drunk can only wait for his liver to burn up the alcohol, at the rate of about one hour for every half an ounce of alcohol he has drunk.

15. *True.* Under certain circumstances, one drink may affect a driver's judgment, may interfere with his normal alertness, *especially if he is an inexperienced driver or an inexperienced drinker*. He may become overconfident, careless, more likely to take chances—running through a red light, passing on a curve, speeding. To be absolutely safe, anyone should wait at least an hour after having a drink before he drives. If he cannot wait, he should find a non-drinker to take the wheel. Behavior tends to be somewhat *less predictable in young people* than in adults because values and behavior patterns are not so well established. In most states, a blood alcohol level of 0.05 or less is legally presumed to be sober and able to safely drive an auto. A level of 0.10, 0.08 or 0.15 usually means legal impairment. Drunk in terms of the national standard is a blood alcohol content of .10%.

16. *False.* Drunkenness is temporary loss of control over one's reactions and behavior while drinking alcohol. Anyone who drinks immoderately at one time or another may become drunk.

Alcoholism is a serious illness. The alcoholic person loses control of his drinking. He is dependent on alcohol. And his drinking interferes with some vital part of his life—his work, his family, his emotional or physical

health. He may feel that drinking offers him not only escape, but actually the only satisfaction he can find in life.

17. *False.* Out of about 95 million people in the United States who use alcohol, nine million are estimated to be alcoholic persons. Doctors do not know why some people become alcoholics. Most experts believe that it is a combination of physical, psychological and sociological causes. The person who drinks to escape from his emotional problems and the pressures of everyday living is probably most likely to become an alcoholic.
18. *True.* Medicines and psychiatric treatment are used by doctors to help the alcoholic person stay sober and learn to handle his problems effectively without alcohol. Many people have also been helped by Alcoholics Anonymous, by religious guidance and by vocational rehabilitation workers. But no single method of treatment works for everyone.
19. *True.* These signs may be warnings: The person's drinking increases, especially his drinking alone. He may seek excuses to drink, or drink on the sly, or need to drink early in the morning. He may gulp drink after drink. He may "black out." (This is temporary loss of memory, not loss of consciousness.) At this point, a person may be treated effectively, if he consults his physician or minister, or a counselor, psychologist or psychiatrist. Without treatment, he faces uncontrolled drinking, frequent drunkenness, and addiction to alcohol.
20. *False.* It cannot be denied that alcohol is an essential ingredient in the development of the illness. The argument of its being the causative agent, however, seems to most investigators to be no more logical than saying sugar causes diabetes, blaming fats as the sole cause of obesity, or even (as someone has observed) maintaining that marriage causes divorce. It is an indisputable fact that the vast majority of those who drink alcohol do not become alcoholics. At the same time, one also must recognize that some of alcohol's pharmaco-

logical properties are attractive enough to certain susceptible persons to contribute substantially to the development of psychological and physical dependence on this drug.

21. *True.* Hundreds of new drugs have recently been introduced to consumers. These include drugs for inducing sleep, tranquility, sedation, and for relief of pain, motion sickness, or head cold and allergy symptoms. Some of these drugs act on the same brain areas alcohol does. These include: narcotics, barbiturates and other hypnotic-sedative drugs, tranquilizers, antihistamines and volatile substances. When used simultaneously with alcohol, these drugs can grossly exaggerate the usual responses expected from alcohol or the drug alone. (Synergistic effect.) This is due to the additive or combined effects exerted by alcohol and the other drugs on the central nervous system, i.e., alcohol and barbiturates, when combined, multiply each other's effects. Taking both drugs in close order can be particularly dangerous and may result in death. The use of any depressant drug in combination with alcohol represents an extra hazard to health and safety.

Section B

1. Answers: G (A, B, C, D, E, F, H are all elements of "knowing how to drink")
2. Answer: C
3. Answer: E
4. Answer: G
5. Answer: C
6. Answer: C
7. Answers are: A, B, C (D causes strong psychological dependence)
8. Answers are: B, C, D,
9. Answer: C
10. Answers are: A, or C, or both (B is an intervention program)
11. Answer: G
12. Answer: B
13. Answer: C
14. Answer: B

11. Everything you wanted to know about alcohol

Grim Fairy Tales*

What Are the Myths and Misconceptions About Alcohol?



Illustrations: Gary Thomas

"I'm just a social drinker."

Just because you never drink alone does not mean you cannot have a drinking problem. Plenty of "social drinkers" become alcoholics.

Alcohol is a stimulant.

When a person drinks, he may do things he might not do otherwise. This is not because alcohol is a stimulant, but rather because it is a depressant. The first area of the brain alcohol affects is the area which regulates inhibitions, judgment and self-control. It is the lack of such restraints that causes the apparently "stimulated" or uninhibited behavior.

A few drinks can improve your skill.

Alcohol does not normally increase physical or mental skills. What it may do is increase confidence and decrease judgment and self-criticism. The drinker may feel that his performance has improved, when in reality it may have declined.

Methods for sobering quickly.

Alleged methods for sobering up range from hot coffee to cold showers, from food to fresh air. The

only effect any of these treatments can have is to produce a wide-awake drunk. An awakened drunk, feeling he has sobered up, may attempt to perform tasks, such as driving, of which he is no more capable than the sleepy drunk. Time is the only method of sobering up. There is no way to increase the oxidation rate.



All alcoholics drink in the morning.

Although the craving for a morning drink is a common symptom among chronic alcoholics, there are those who do not display it. It is not when drinking occurs, but the lack of control over it when it does occur that defines alcoholism.

Alcohol increases sexual desire and ability.

The depressant action of alcohol lowers inhibitions. Therefore, the drinker may respond more freely to sexual stimulation. But, like other activities, too much alcohol reduces performance abilities.

Eating foods made with alcohol can cause intoxication.

When alcohol is used in cooking, little remains in the food as the alcohol evaporates when heated. Even if the alcohol is not heated, not enough is used to have behavioral effects.

*Some material adapted from U.S. Jaycees Operation Threshold.

Mixing drinks causes greater intoxication.

Only the consumption of ethyl alcohol, the ingredient common to all alcoholic beverages, causes intoxication. A person may tend to consume more when there is a variety of drinks, but it is still only the total amount of ethyl alcohol consumed which counts.



A few drinks can help you unwind and relax.

Maybe. But if you use alcohol like a medicine, it is time to see your doctor.

Alcoholics are morally weak.

Although there are still people who disagree, alcoholism has been medically and legally classified as an illness. An alcoholic is no more responsible for his drinking than a tuberculosis patient is for his coughing.

You cannot become an alcoholic by drinking beer only.

Even though the percentage is relatively low (two to five percent), beer still contains the potentially addicting ingredient—ethyl alcohol. The alcoholic who drinks only beer has to drink more of it to get drunk than he would wine or whiskey.

Alcoholics drink every day.

Some alcoholics drink only on weekends, some abstain for months. Alcoholism is not determined by how often a person drinks, but whether or not he can control his drinking once he starts, and the effect of drinking on his life.

Women do not become alcoholics.

Women do become alcoholics, but are not as likely to be diagnosed as such, since they are more easily camouflaged by the protective setting of the home. During recent years, the estimated ratio of men to women alcoholics has dropped from 6:1 to 3:1. The increase in the number of women alcoholics has been explained both as an increase in the willingness to be treated, and therefore, "discovered" and as an increase in the actual number of cases.



Alcoholism is inherited.

There is no conclusive evidence to support this. Although some experts believe that certain physiological responses to alcohol may be inherited, these do not account for the illness itself. It is generally agreed that psychological and sociological factors are responsible for the development of alcoholism. These tend to be learned by, or to operate on, the next generation, but are not genetically passed on.

11. Everything you wanted to know about alcohol

Most alcoholic people are middle-aged or older.

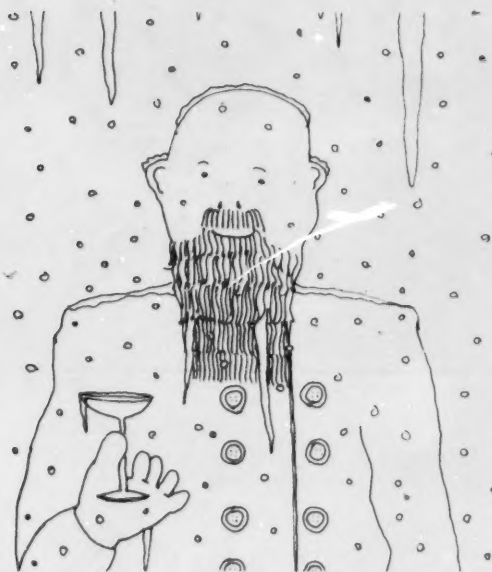
A University of California research team has found that the highest proportion of drinking problems is among men in their early twenties. The second highest incidence occurs among men in their 40's and 50's.

You are not an alcoholic unless you drink a pint a day.

There is no simple rule of thumb. Experts have concluded that how much one drinks may be far less important than when he drinks, how he drinks and why he drinks.

Be glad your kid only drinks and is not on drugs.

If he is hooked on drinking, he is on drugs. With nine million Americans dependent on alcohol, it is time we stopped pretending alcohol is not a drug.



Alcohol warms the body.

Alcohol makes a drinker feel warmer because it causes blood to rise to the skin's surface. However, when this happens, the body temperature is actually lowered because the surface heat is lost.

It's impolite to tell a friend he is drinking too much.

Maybe if we were not all so "polite" we would not have so many friends with drinking problems.

Alcoholism is just a state of mind.

It is more than that. It is a very real illness, and there is scientific evidence that physiological dependence is involved.

The first round should be a "double" to break the ice.

Breaking the ice is a job for a good host and hostess . . . not for a bottle. You must have more to "give" your guests than just alcohol.



All alcoholics are skid row bums.

Alcoholism shows no favorites. It is found among all classes. It has been estimated that only three percent of all alcoholics are on skid row. Furthermore, it seems that only a minority of those living on skid row are alcoholics.

Mixing your drinks causes hangovers.

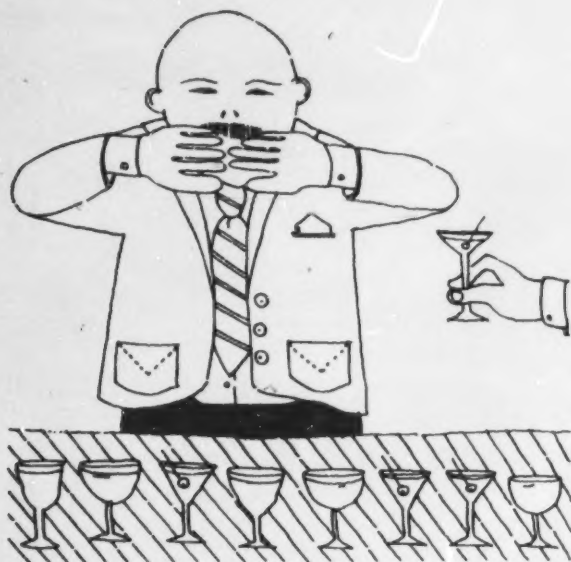
The major cause of hangovers is drinking too much. Period.

Jews and Italians do not have alcohol problems.

Some do, some do not. (Incidence of alcoholism among Jews and Italians is increasing.)

People who drink too much hurt only themselves.

And their families. And their friends, and their employers, and strangers on the highways. And you.



It is rude to refuse a drink.

What is rude is trying to push a drink on someone who does not want it. Or should not have it.

Your kids will learn what you tell them about drinking.

Your kids will learn what you show them about drinking. If you drink heavily; if you get drunk; the chances are your kids will follow the same example.

Never trust a man who never takes a drink.

You know that is silly. Yet many of us are a little nervous around people who do not drink.

There is one basic reason why young people use or abuse alcohol.

There are many reasons why. For example, peer pressure, low self-esteem, escape from reality,

boredom, availability, to gain a particular group's acceptance, loneliness.



Indians cannot drink.

Some can, some can not. Just like Caucasians.

Today's kids do not drink.

Sorry, but the generation gap is greatly exaggerated. The kids' favorite drug is the same as their parents' favorite: alcohol. And drinking problems are rising among the young.

If the parents do not drink, the children will not drink.

Sometimes. But the highest incidence of alcoholism occurs among offspring of parents who are either teetotalers . . . or alcoholic. Perhaps the extremism of the parents' attitudes is an important factor.

The time to reach kids about drinking is when they reach legal age.

By that time, they have long since learned what we can teach them. Like it or not, we teach our kids from birth. And they learn more from what they see us do than from what they hear us tell them.

11. Everything you wanted to know about alcohol



Alcohol cures colds.

Although some symptoms of the cold might be temporarily relieved, alcohol does not cure colds.

A good host never lets a guest's glass get empty.

There is nothing hospitable about pushing alcohol or any other drug. A good host does not want his guests to get drunk or sick. He wants them to have a good time . . . and remember it the next day.

People are friendlier when they are drunk.

Maybe. But they are also more hostile, more dangerous, more criminal, more homicidal and more suicidal. Half of all murders are alcohol-related. And one-third of all suicides.

"You gotta hand it to Joe, he can really hold his liquor."

Do not envy Joe. Often the guy who can hold so much is developing a "tolerance" for alcohol. And tolerance can be a polite word for need.



Getting drunk is funny.

Maybe in the old Charlie Chaplin movies . . . but not in real life. Drunkenness is no funnier than any other illness or incapacity.

"I drive better after a few drinks."

In most states, the legal definition of "driving under the influence" is a blood alcohol level of 0.10 percent. But scientific tests have proved that even professional drivers' abilities diminish sharply at levels as low as 0.03 percent to 0.05 percent . . . just a few drinks. Not only that, but judgment is affected, too. So people think they are driving better than ever while they are really driving worse.

Twenty Question Test

Twenty Question Test

Think drinking is all fun and games? Answer these 20 questions and find out for yourself about drinking and alcoholism. There is no minimum age! So, take this simple test, be as honest as you can.

Check Yourself for these Symptoms.

- ☐ Do you lose time from school due to drinking?
- ☐ Do you drink to feel more comfortable?
- ☐ Do you drink to build self-confidence?
- ☐ Do you drink alone?
- ☐ Is drinking affecting your reputation?
- ☐ Do you drink to escape from study or home worries?
- ☐ Do you feel guilty or bummed after drinking?
- ☐ Does it bother you if someone says that you drink too much?
- ☐ Do you feel more at ease on a date when drinking?
- ☐ Have you gotten into trouble at home because of your drinking?
- ☐ Do you borrow money or "do without" other things in order to be able to buy liquor?
- ☐ Do you feel a sense of power when you drink?
- ☐ Have you lost friends since you started drinking?
- ☐ Do your friends drink less than you do?
- ☐ Have you started hanging out with a heavy drinking crowd?
- ☐ Do you drink until the liquor is all gone?
- ☐ Do you ever wake up and wonder what happened the night before?
- ☐ Have you ever been busted or hospitalized due to drinking?
- ☐ Do you turn off to any studies or lectures about alcohol abuse?
- ☐ Do you think you have a problem with liquor?

Score yourself:

Each box you have checked is a warning signal of problem drinking. Even one check mark indicates that you may already have a problem with alcohol. If you have checked three or more boxes, you may be headed for serious trouble with alcohol. But it can be avoided since alcohol abuse can be intercepted and treated.

Does a Member of Your Family or Friend Have a Possible Drinking Problem?

Answer these Questions to Find Out

	YES	NO
1. Is drinking making home life unhappy?	()	()
2. Drinks because shy with people?	()	()
3. Difficult to get along with when drinking?	()	()
4. Drinks because depressed?	()	()
5. Drinks to calm nerves?	()	()
6. Drinks to escape from worries and troubles?	()	()
7. Craves a drink at a definite time each day?	()	()
8. Shows marked emotional change as a result of drinking?	()	()
9. Shows inner uneasiness unless continues drinking?	()	()
10. Excuses excessive drinking?	()	()
11. Loses time from work due to drinking?	()	()
12. Financial difficulties as a result of drinking?	()	()
13. Drinks until "dead drunk" at times?	()	()
14. Complete loss of memory while or after drinking?	()	()
15. Hides liquor?	()	()
16. Lies about drinking?	()	()
17. Neglects to eat when drinking?	()	()
18. Health problems due to drinking?	()	()
19. Shows rapid mood change due to drinking?	()	()
20. Turns to lower companions and an inferior environment when drinking?	()	()

If you answer "yes" to any of the questions, there is a possibility of an alcohol problem.

Drinking Phases of Alcoholism

Earliest Danger Symptoms

1. Feeling that parties or other festive occasions are not complete without a few drinks.
2. More frequent use of drinking to relieve tension and fatigue; to get over disappointment, frustration, home, job and school problems.
3. Ability to handle more alcohol than others and a need to have a "few extras" when drinking with others.
4. Beginning of blackouts when parts of the previous evening cannot be remembered although the individual did not pass out.

Middle Stages

1. Heavier drinking is more noticeable to others. Individual resents being told about it and develops "explanations" to himself and others for his drinking behavior.
2. When starting to drink he now gets first few down quickly; sometimes prefers drinking to eating.
3. He wants to have alcohol available at all times and feels uncomfortable when it is not. Drinks to calm unexplainable fears and nerves.
4. He makes attempts to cut down on drinking; has increasing difficulty with school, job, family and others.

Late Stages

1. The individual now gets drunk on less alcohol, and length of drinking bouts increases. (Tolerance decreases.)
2. He feels depressed, guilty and/or sick most of the time and relieves these feelings with more alcohol.
3. Neglect of eating; obsession with fears; anxieties and resentments; inability to get going during the day without a drink or drinks.
4. Constant tremors, relieved only by drinking; severe deterioration of health, family, work and other relationships.

11. Everything you wanted to know about alcohol

Words You'll Want To Know

Absorption: The process by which alcohol enters the blood stream from the small intestine and stomach.

Abstinence: Not drinking any alcoholic beverage.

Addiction: The urge to do something repeatedly that an individual cannot control by himself. The urge may result from physical causes, but emotional causes are equally important.

Alcohol (Ethyl): The intoxicating chemical (C_2H_5OH) found in liquors and produced by the action of yeast on sugars and starches. Other forms of alcohol which have industrial uses, but are unsuitable for consumption, are methanol, propanol and pentanol.

Al-Anon: An organization of spouses of problem drinkers who meet to try to solve common problems.

Alateen: An organization of children of problem drinkers who meet to try to solve common problems.

Alcoholics Anonymous (AA): An organization of problem drinkers who meet to discuss their problems in an effort to control their addiction.

Alcoholic: The term "alcoholic" has been variously defined at different times and by different people. However, three aspects of the alcoholic have generally been agreed upon:

1. The alcoholic's drinking pattern is incompatible with what is expected by the other members of his society.
2. The alcoholic has an urge to drink or to continue drinking once he starts that he cannot control by himself.
3. The alcoholic's drinking creates either social, economic or health problems.

Antabuse: Drug administered to alcoholics that causes intense nausea if they then drink.

Bender: (slang) A period of intense alcohol abuse.

Blood Alcohol Content (BAC) (or blood alcohol level): The percentage of alcohol in the blood stream at a given time.

Brewing: The fermentation of cereals that results in beer or ale.

Cirrhosis: The hardening and degeneration of the liver due either to malnutrition and/or excessive and prolonged alcohol use.

Delirium Tremors ("D.T.'s"): A condition alcoholics get when they suddenly stop drinking, much like the withdrawal symptoms of the heroin addict. Symptoms can include hallucinations ("delirium"), uncontrollable shaking ("tremors"), terror and agitation.

Depressant: Any chemical which diminishes the activity of the central nervous system, usually resulting in dulled reflexes, impaired thought processes and distorted perceptions, if taken in sufficient amounts.

Distillation: Evaporation of liquid by heat and condensation of the resulting vapor or gas into a liquid. The process by which whiskey is manufactured.

Hangover: The unpleasant physical sensations experienced after the immediate effects of excessive drinking wear off. Symptoms can include nausea, headache and thirst.

Impaired Driver: The driver whose skill and judgment have been decreased due to alcohol.

Implied Consent Law: A law in most states which stipulates that by obtaining a driver's license an individual has implicitly consented to submit to a chemical alcohol blood level test upon a policeman's request or lose his license for a given period of time.

Intoxication: The immediate physical and emotional effects of excessive drinking. Legally, in most states, one is presumed intoxicated if one has 0.10 percent alcohol in one's blood.

Local Option: The right of a town or county, granted by the state, to vote on whether to prohibit or allow the sale of alcoholic beverages.

Oxidation: The process by which the liver converts alcohol into heat plus energy and releases carbon dioxide (which is exhaled) plus water (which is eliminated as urine).

Presumptive Level: The level of alcohol concentration in the blood which is legal evidence of intoxication (0.10 percent in most states).

Problem Drinker: A person whose use of alcohol creates problems for himself and/or others. Unlike the alcoholic, who is a specific type of problem drinker, he may or may not be addicted.

Prohibition: The period in American history from 1919 to 1933 when it was illegal nationwide to manufacture, transport or sell alcoholic beverages.

Proof: A number which is equivalent to double the alcohol content of whiskey (86 proof whiskey contains 43 percent alcohol). In Colonial America, the high alcohol content of a beverage was considered "proven" if, when combined with gunpowder, it was capable of burning with a steady flame.

Social Drinker: A person who normally drinks with other people and whose drinking does not create personal problems.

Stimulant: Any chemical which increases the activity of the central nervous system.

Temperance: Literally, use of alcohol in moderation. Historically, as in the Temperance Movement, either use of alcohol in moderation or total abstinence.

Tolerance: The body's tendency to adjust to the physical effects of alcohol after prolonged and excessive use. An individual's ability to adjust to the psychological effects of alcohol use.

Individual Assistance

Special assistance is available to relatives and friends of alcoholics. Through the Al-Anon family groups, members share their personal experiences, hopes and strengths in an effort to solve their

problems and to aid others to do the same. It is an outgrowth of Alcoholics Anonymous, with the same structure, but is a separate organization.

Al-Anon helps adults recognize alcoholism as a family disease. Alcoholism damages the mental, and many times, physical, well being of the family as well as the alcoholic. Members help each other and themselves by learning facts about alcoholism and by striving to improve their own attitudes and personalities by means of informal group discussions. Groups are involved in public relations and education within their communities. They cooperate with all available resources for treatment.

Alateen groups form the junior part of Al-Anon and are designed for the 12 to 20 year old children of alcoholics. It helps members reduce bitterness toward the alcoholic and non-alcoholic parent as it helps them accept alcoholism as a disease.

Adolescents conduct the meetings following the format of the Al-Anon program. Guidance is given *Alateen* members by Al-Anon members or AA members.

The only requirement for membership is that the youngster has a friend or relative who has a problem with alcohol.

Al-Anon originally served the needs of families of alcoholics, but now extends services to anyone whose life has been or is affected by a problem drinker.

Al-Anon and *Alateen* groups usually meet once a week. The need for the individual to assess himself personally and to grow are stressed.

More information may be obtained from the World Service Office of Al-Anon Family Group Headquarters, Inc., 115 E. 23rd Street, NY, NY 10010 or from the local group listed in your phonebook.

12. Looking further



12.

Looking further

You might want to check these additional pamphlets and resources relating to alcohol. Many of the pamphlets are free or have a minimal charge and could be distributed at community sessions and among your peer group.

—*A Handbook of Structured Experiences for Human Relations Training* Volume I, II, III, IV. University Associates Publishers and Consultants.

—*Al-Anon; Family Treatment Tool in Alcoholism* (pamphlet) Al-Anon Family Group Headquarters, Inc. 1971 No. 19-80M-75-5

—*Alcoholics Do Not Drink*, Selden D. Bacon, The Annals of the American Academy of Political and Social Science, 315: 55-64, January 1958.

—*Alcohol: A Family Affair* (pamphlet) National Congress of Parents and Teachers, Department of Health, Education and Welfare. No. 75-163, 1974.

—*Alcohol Education for Classroom and Community: A Source for Educators*, Raymond G. McCarthy (ed) McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036, 1964, 320 pp. May be purchased from DISCUS, 1300 Pennsylvania Building, Washington, D.C. 20004.

—*Alcohol, Health and Research World*, National Institute on Alcohol Abuse and Alcoholism (NIAAA), Department of Health, Education and Welfare No. (ADM) 75-157, 1975.

—*Alcohol, Its History, Folklore and Its Effect on the Human Body*, Berton Roueche, Grove Press, New York, N.Y., 1962, 151 pp.

—*Alcohol Problems: A Report to the Nation*, prepared by Thomas F. A. Plant, Oxford University Press, New York, N.Y. 1967, 216 pp. Available from publisher, Customer Service, 16-00 Pollitt Drive, Fairlawn, N.J. 07401.

—*Alcohol (Some Questions and Answers)*—pamphlet—NIAAA, Department of Health, Education and Welfare. No. (HSM) 71-9048.

—*American Drinking Practices, A National Study of Drinking Behavior and Attitudes*, Don Chaalan, Ira H. Cisin and Helen M. Crossley, Publications Division, Rutgers Center of Al-

cohol Studies, New Brunswick, N.J. 08903, 1969, 260 pp.

—*Drinking Etiquette*, U.S. Department of Health, Education and Welfare, No. (ADM) 76-305.

—*Drinking Myths (A Guided Tour Through Folklore, Fantasy, Humbug and Hog-Wash)* (pamphlet). Operation Threshold United States Jaycees Products Division No. 749-8.

—*Examining New Approaches to Alcohol Abuse Prevention*, Donald K. Jordan, National Project Director, Alcohol Abuse Prevention, Boys' Clubs of America.

—*Facts About Aluteen* (pamphlet) Al-Anon Family Group Headquarters, Inc. 1969 No. 15-40M-75-15.

—*Facts About Alcohol and Alcoholism* (pamphlet) Department of Health, Education and Welfare, No. (ADM) 75-31.

—*Forum: The Prevention of Alcoholism* (Volume of articles), National Council on Alcoholism.

—*How To Talk To Your Teenager About Drinking and Driving*, National Congress of Parents and Teachers, Alcohol Education Project, 700 North Rusy Street, Chicago, Illinois 60611, 1975, 16 pp. Copies can be ordered from the National Clearinghouse for Alcohol Information, Box 2345, Rockville, Maryland 20857.

—*If You Choose to Drink, Drink Responsibly*. Distilled Spirits Council of the U.S.

—*Lady on the Rocks* (30-minute play) by Elizabeth Blake, National Council on Alcoholism.

—*Learning About Alcohol*, Samuel A. Miles (ed.), American Alliance for Health, Physical Education and Recreation, Publications-Sales, 1201 16th Street, N.W., Washington, D.C. 20036, 1974, 168 pp. Stock No. 244-25564

—*National Council on Alcoholism 1975 Catalog of Publications*, 2 Park Avenue, New York, N.Y. 10016.

—Popular pamphlets on alcohol problems: *How Alcohol Affects the Body* by Mark Keller, *What the Body Does With Alcohol* by Leon A. Greenberg, *What Shall We Teach the Young About Drinking?* by Robert D. Russell, Publications

Division, Rutgers Center of Alcohol Studies, 1974.

—*Report of the Alcohol Abuse Prevention-Education Consultation*, October 28-30, 1975, Donald K. Jordan, National Project Director, Alcohol Abuse Prevention, Boys' Clubs of America.

—*Self Awareness and Values Clarification Experience For Boys' Clubs*, Donald K. Jordan, National Project Director, Alcohol Abuse Prevention, Boys' Clubs of America.

—*Social Drinking* (pamphlet) Operation Threshold United States Jaycees, Projects Division No. 750-8.

—*Teaching About Drinking* (pamphlet) NIAAA, No. 1724-00359.

—*Teach Us What We Want to Know*, Ruth V. Byler (ed.), Mental Health Materials Center, Inc., 419 Park Avenue South, New York, N.Y. 10016, 1969, 197 pp.

—*The Alcoholic American* (pamphlet) National Association of Blue Shield Plans 1972, 1973.

—*The Classic Temperance Movement on the U.S.A.: Impact Today on Attitudes, Action and Research*, Shedon D. Bacon, British Journal of Addictions, 62: 5-18, 1967.

—*The Forgotten Child*, Margaret R. Cork. Published by Paper Jacks in Association with Addiction Research Foundation Toronto, Canada 1969.

—*The New Alcoholics: Teenagers*, Jules Saltman, Public Affairs Pamphlet No. 499.

—*Thinking About Drinking* (pamphlet) NIAAA, Department of Health, Education and Welfare No. (HSM) 72-9076.

—*Values Clarification (A Handbook of Practical Strategies for Teachers and Students)*, Sidney B. Simon, Leland W. Howe, Hart Publishers Company, Inc., New York, 1972.

—*What is Alcohol? And Why Do People Drink?* Gail G. Milgram, Ed.D., Publications Division, Rutgers Center of Alcohol Studies, New Brunswick, N.J. 08903, 1975, 24 pp.

—*Young Americans. Drinking, Driving, Dying* (pamphlet) U.S. Department of Transportation; National Highway Traffic Safety Administration.

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